ARLINGTON PUBLIC SCHOOLS

In accordance with the provisions of the Massachusetts General laws, Chapter 30A, Section 20, notice is hereby given for the following meeting of the:

Arlington School Committee School Committee Meeting Thursday, January 23, 2025 6:30 PM

In Person:

Arlington Public Schools District Office 14 Mill Brook Drive School Committee Room - 2nd Floor Arlington, MA 02476

Via Zoom:

Conducted by Remote Participation https://www.mass.gov/doc/order-suspending-certain-provision-of-open-meeting-law/download via Zoom link below:

https://us02web.zoom.us/j/86956181807

For viewing on your Local Cable TV Station: ACMi

6:30 p.m. Open Meeting (P. Schlichtman)

6:30 p.m. Public Comment (P. Schlichtman)

For members of the public who wish to address the Committee, there will be 20 minutes of public comment. If you would like to sign up to speak, either remotely via Zoom or in-person, you must email ediggins@arlington.k12.ma.us by 6:00 p.m. Thursday, the date of the meeting. Depending on how many people sign up, time allotments may be reduced, but will not exceed three minutes each. If the number of people who sign up exceeds what can be reasonably done in 20 minutes, the number of speakers may be capped or speaking times may be reduced at the discretion of the Chair. All requests to speak received after the date and time indicated, will be invited to speak at the next School Committee Regular Meeting.

6:40 p.m. AHS Student Representative(s) to School Committee

6:45 p.m. Student Leadership Conference - MASC - Field Trip, Vote and Possible Approval (P. McKnight)

- Field Trip Application Student Leadership Conference
- 6:50 p.m. AHS Program of Studies Possible Vote and Approval (M. Janger)
 - Final Draft AHS Program of Studies 2025-2026
- 6:55 p.m. Panorama Results Presentation (Matt Coleman)

• Arlington Public Schools - Fall 2024 SC Presentation MC

7:15 p.m. Appointment: Nadja Rozovsky, Human Rights Commission (P. Schlichtman)

- Nadja Rozovsky Statement of Interest January 2025
- Nadja Rozovsky Resume January 2025
- Nadja Rozovsky Letter January 23, 2025

7:20 p.m. 2nd Read - School Committee Meeting Dates (P. Schlichtman)

- School Committee Meeting Dates
- 7:25 p.m. Vote to Acknowledge Town Appropriation for Fiscal Year 2026 (P. Schlichtman)
 - *Motion*: Move acknowledgement of the FY2026 town appropriation for the school budget in the amount of \$103,630,672.

7:30 p.m. Superintendent's Goals 2nd Read (E. Homan)

• 2024-25 Superintendent Goals

7:50 p.m. Superintendent's Update (E. Homan)

- Update on Administrative Hiring Searches
- Update on Competitive Grants Awarded
- Monthly Update on Enrollments / Class Sizes
- Strategic Plan update

8:00 p.m. Consent Agenda (P. Schlichtman)

All items listed with an asterisk are considered to be routine and will be enacted by one motion. There will be no separate discussion of these items unless a member of the committee so requests, in which event the item will be considered in its normal sequence:

- *Warrant #: 25171, January 22, 2025, \$986,655.51
- *DRAFT School Committee Meeting Minutes, January 9, 2025

8:10 p.m. Subcommittee/Liaison Reports/Announcements (P. Schlichtman)

- Budget K. Allison-Ampe, Chair
- Community Relations L. Exton, Chair
- Curriculum, Instruction, Assessment & Accountability J. Morgan, Chair,
 Updated Proposal for New Arlington High School CD Criteria, January
 23, 2025
- Facilities J. Thielman, Chair
- Policy & Procedures L. Kardon, Chair
- Arlington High School Building Committee, J. Thielman, Chair
- Liaison Reports
- Announcements
- Future Agenda Items

8:20 p.m. ACCEPTANCE OF LEGISLATION: School Bus Camera Enforcement Systems (P. Schlichtman)

Possible Motion

- Want Safety Cameras On Your Kids' School Buses? Here's How to Get Them
- Session Law Acts of 2024 Chapter 399

8:30 p.m. Executive Session (P. Schlichtman)

- To conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel;
- To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares;
- AAA and/or AEA Unit C Negotiation Discussions.

8:30 p.m. Adjournment (P. Schlichtman)

The listings of matters are those reasonably anticipated by the Chair, which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.

Stated times and time amounts, listed in parenthesis, are the estimated amount of time for that particular agenda item. Actual times may be shorter or longer depending on the time needed to fully explore the topic.

Submitted by P. Schlichtman

Correspondence Received (P. Schlichtman)

- Email to School Committee from K. Kose, RE: Formal complaint regarding Superintendent conduct and administrative practices in Arlington School District, January 7, 2025
- Email to School Committee from M. Arbaje-Thomas, RE: Milly's Mid-Week METCO Message January 9, 2025
- Email to School Committee from MASC, An Important Legal Update on Title IX January 10, 2025
- Email to School Committee from M. Merkulova, RE: buses for the student transportation to Science Olympiad Tournaments, January 13, 2025
- Email to School Committee from K. Allison-Ampe, RE: The pipelines are drying up: why teacher salaries are catastrophic for the profession, January 14, 2025
- From League of Women Voters to School Committee, January, 2025 Bulletin, January 15, 2025
- Email to School Committee from M. Arbaje-Thomas, RE: Milly's Mid-Week METCO Message January 16, 2025
- Email to School Committee from J. Miller, RE: Group letter regarding Arlington Schools Technology Policies and Procedures, January 17, 2025
- Email to School Committee from MASC, RE: Learning Lunch: Using Data to Inform DEIB, January 23, 2025

Massachusetts law requires all open session meetings of public bodies to be accessible to members of the public, including those with disabilities. If you need reasonable accommodations in order to participate in the meeting, contact the Administrative Assistant to the Arlington School Committee Liz Diggins at ediggins@arlington.k12.ma.us.



Meeting Location - Hybrid

Summary:

In Person:

Arlington Public Schools District Office 14 Mill Brook Drive School Committee Room - 2nd Floor Arlington, MA 02476

Via Zoom:

Conducted by Remote Participation https://www.mass.gov/doc/order-suspending-certain-provision-of-open-meeting-law/download via Zoom link below:

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ACMi



6:30 p.m. Open Meeting (P. Schlichtman)



6:30 p.m. Public Comment (P. Schlichtman)

Summary:

For members of the public who wish to address the Committee, there will be 20 minutes of public comment. If you would like to sign up to speak, either remotely via Zoom or in-person, you must email ediggins@arlington.k12.ma.us by 6:00 p.m. Thursday, the date of the meeting. Depending on how many people sign up, time allotments may be reduced, but will not exceed three minutes each. If the number of people who sign up exceeds what can be reasonably done in 20 minutes, the number of speakers may be capped or speaking times may be reduced at the discretion of the Chair. All requests to speak received after the date and time indicated, will be invited to speak at the next School Committee Regular Meeting.



6:40 p.m. AHS Student Representative(s) to School Committee



6:45 p.m. Student Leadership Conference - MASC - Field Trip, Vote and Possible Approval (P. McKnight)

Summary:

• Field Trip Application - Student Leadership Conference

ATTACHMENTS:

	Type	File Name	Description
D	Trip Approval	Field_Trip_Application _Student_Leadership_Conference.pdf	Field Trip Application - Student Leadership Conference

Trip Basics

- Lead Staff Member Name and Email: Paul McKnight pmcknight@arlington.k12.ma.us
- Lead Staff Member Role/Department: Student Council Co-Advisor
- 3. Destination of the Trip: Hyannis, MA
- 4. Dates of Trip: March 5th to March 7th, 2025
- 5. Purpose of the Trip: This Student Leadership Conference is the banner event of the MASC organization, attended by over 1,100 student leaders from about 70+ high schools in the state. The conference features top-notch speakers and presenters, workshops to develop leadership skills, and a state banquet to recognize the accomplishments of exemplary student councils around the Commonwealth.

Educational Impacts

- 6. Briefly describe the educational purpose/value of this trip.
 Students who have attended the Annual Conference in the past have returned to Arlington High School especially energized and motivated, individually and collectively, to help grow the council and launch new projects and events to benefit the entire AHS community. For some students, the conference can be a formative experience, inspiring a commitment to a life of leadership.
- 7. Will any school be missed by those attending? (Explain)
 Conference will take place beginning Wednesday and the delegation will return Friday afternoon. Students are notified they will be receiving unexcused absences for this trip.
- 8. If school will be missed, what steps will be taken to minimize the impact?

 Students are well informed of the dates of the trip ahead of time and we encourage students to reflect on the reality of missing three days of classes while also encouraging students to directly communicate with their teachers to ensure minimal disruption of their learning.
- Who can attend this trip? Is it geared toward particular students? Grade levels? etc. Students eligible to attend MASC Annual Conference must be an elected member of the Arlington High Student Council.

Trip Logistics

10. Departure Date (flight/travel times (morning, afternoon, or evening), if possible): We will meet in the AHS Main Lobby and depart on Wednesday March 5th at 8:00 AM.

- 11. Return Date (flight/travel times (morning, afternoon, or evening), if possible):
 We plan to leave after the closing of the conference by noon March 7th with an estimated return time of 2 PM back to the AHS Main Lobby.
- 12. Where will students leave from? Will they meet at the airport, train station, etc? Arlington High School Main Lobby
- 13. What modes of transportation will our group be using once at our destination? We will travel by school passenger van from AHS to Hyannis and back. Should we stay in the DoubleTree, we will use both the passenger van and buses provided by the Conference organizers to shuttle our delegation between the hotels.
 - 14. What is the cost per student (please give ratios or basis for calculation if number is approximate)?

Cost per student is approximately \$350.

- 15. Are free chaperone slots provided per student? AHS requires at least 2 chaperones. Both of the Student Council Co-Advisors will be attending as chaperones. The chaperone costs are covered by the student cost.
- 16. What is included in the cost?
 Cost includes room, meals (from dinner on Wednesday to breakfast on Friday), and all conference materials.
 - 17. What is NOT included in the cost? Please list every expense which they will incur which is not included.

Lunches on Wednesday and Friday, while in transit, are not included. Additionally, students may choose to purchase conference merchandise and snacks from vending machines.

18. Please describe the insurance policy in detail. (Not just liability, but emergency, medical and cancellation policies as well)

N/A

- 19. Please describe the refund time frame and policy, in detail. What is the final date at which the trip may be canceled or students may withdraw without penalty? Delegation as a whole is responsible for the cost of full occupancy at the time of registration, with sufficient notice we will endeavor to fill vacancies and refund cost accordingly.
 - 20. Please describe the cancellation policy (individual students, by school or by company)

- 21. How does the student register for this trip?
 Students filled out an interest form for the Annual Conference.
 - 22. Describe any payment plan options available to the students and their parents/guardians.

Payment in full is due the Friday prior to the trip.

- 23. Are there any scholarships available to these students through your company? Trip costs are subsidized, in part, for all delegates by Student Council funds. These subsidies lower each student's contribution to \$200-250, depending upon additional fundraising.
- 24. Can your company help them with fundraising efforts? If so, how? The co-advisors will work with the delegation to plan a fundraiser to offset costs.
 - 25. Please provide a packet of information (additional to these questions) which can be presented to the School Committee with extra details or information. (Attached in email, preferably).

We will share with the School Committee our initial informational letter to parents and the conference information published by the Massachusetts Association of Student Councils.

- 26. Please provide a detailed daily itinerary. (Attached in email, preferably)
 We will share the detailed conference schedule from last year's conference, as this year's conference schedule will not be available until the week of the trip.
- 27. How will we communicate with parents/guardians during the trip?
 We have emergency contact numbers for parents/guardians if we need to communicate with them.
- 28. How will I communicate with my administration during the trip?

 One of the co-advisors is an administrator. If necessary, we can communicate with the rest of the administrative team via email, text, or phone.

Contacts

- 29. List of Chaperone Names and Emails
- Paul McKnight (pmcknight@arlington.k12.ma.us)
- Alexis Daggett (adaggett@arlington.k12.ma.us)

30. List of Contacts and Company Information for organizations providing travel arrangements and programming

MASC Emerald Resort REQUIRED DOCUMENTS: Please make a copy of, personalize the copy (if necessary) & print a copy of each for the International Travel Coordinator.

- AHS Domestic Overnight or Out-of-State Travel Application
- Domestic Trip Application Signature Form (this form)
- Legal Documents Medical Info, Permission to Treat & Release from liability

• Trip Selection Criteria & Behavior Contract

Name

Before submitting the completed application (with all necessary paperwork and this signature page) to the School Committee, please get approval from your department head then schedule a meeting with the building Principal(s).
Signature of Department Head
Name Department Date
Signature of Principal
Mahle School 1/16/25 Name School Date
Signature of Superintendent

Date

Last Name	First Name	Grade	StuCo Position
Baxter	Fiona	11 th	Class Rep
Blankespoor	Indigo	11th	StuCo Secretary
Franzoni	Juniper	11 th	Class Rep
Fritsch	Leo	12th	Class Vice President
Jardine	Isabella	12th	StuCo Vice Presiden
Moir	Jack	12th	StuCo President
Onyemah	Ezinne	11th	Class Vice President
Phan	Zachary	11th	StuCo Treasurer
Pradhan	Shuvana	11 th	Class Rep
Sanders-Salerno	Max	12th	Class Rep
Vega	Nozomi	9th	Class Vice President
Wisniewski	Elena	12th	Class Rep
ADVISORS			
Daggett	Alexis		
McKnight	Paul		



6:50 p.m. AHS Program of Studies - Possible Vote and Approval (M. Janger)

Summary:

• Final Draft AHS Program of Studies 2025-2026

ATTACHMENTS:

	Type	File Name	Description
В	Document for	Final_Draft_AHS_Program_of_Studies_2025	- Final Draft AHS Program of Studies 2025-
ш	Approval	2026.pdf	2026

DRAFT AHS PROGRAM OF STUDIES 2025-2026



Updates Specific to 2025-2026

■ Course Sequence Summary Tables POS 2025-26

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- Grades and Report Cards
- Course Withdrawal Information
- Transcripts and GPA
- School Counseling Services
- Social Emotional Counseling
- Clinical Services and Supports at AHS

Department and Course Information

- New Courses
- English Language Arts
- •
- Multilingual Learner Education (MLE)
- Family and Consumer Sciences
- History and Social Studies
- Mathematics & Computer Science
 - Project-Based Electives
- Performing Arts
- Wellness (Physical Education)
- Science
- Visual Arts

Makerspace Offerings

- World Languages
- The Workplace Alternative Program
- Specialized Programs
- Arlington Public Schools Technology Graduation Standards

Miscellaneous Courses

- Technology
- Self-Directed
- Internships and Projects
- Technology Graduation Standard

Overview of Arlington High School Learning, Connecting and Caring as a Community

I. Mission Statement and Expectations

Mission Statement

In an effort to foster academic excellence and personal achievement at the highest levels, Arlington High School focuses on learning, connecting, and caring as a community. AHS provides a safe, supporting, nurturing environment in which students can acquire knowledge, values, and intellectual curiosity that will lead to lifelong learning.

Academic Expectations for Students

Arlington High School students will:

- Gather data and critically evaluate the content, source, and relevance of that data, especially but not
 exclusively, through the use of technology
- Reason logically, using appropriate qualitative or quantitative methods and use their analysis to answer questions
- Write clearly and effectively.
- Listen actively and respond through inquiry, discussion, writing, and various forms of art
- Read and comprehend varied materials and be able to interpret and apply what they have read.
- Speak clearly and effectively in a variety of contexts
- Demonstrate life, leadership, physical, and cognitive skills through projects, performance, and products

21st Century Focus Credits Across the Curriculum

- Higher-order thinking skills through interdisciplinary learning, analysis, and synthesis of information.
- Media literacy
- Math, science, technology, and engineering expertise
- Teamwork in a diverse, multicultural world
- Stress and time management
- Communication skills
- A love of learning coupled with a willingness to work hard

II. Graduation Requirements and Competency Determination

Competency Determination

Information about the revised competency determination for 2024-25 will be provided once it is reviewed and approved by the Arlington School Committee.

Graduation Requirements

- 1. Meet local requirements for the Competency Determination (*revised info coming soon*)
- 2. Pass three years of History/Social Science (to include World History and US history)
- 3. Pass four years of English
- 4. Pass three years of Science (to include Physical Science)
- 5. Pass three years of Mathematics (to include Algebra 1, and Geometry)
- 6. Pass four years of Education in Wellness (*see below for further information)
- 7. Pass one year of Fine Arts (5 credits) (*see below for further information)
- 8. Pass two years of World Languages (three years of the same language and consecutive classes are strongly recommended)

- 9. Demonstrate competency in Computer Technology
- 10. Perform and document 40 hours of community service
- 11. Earn 106 credits minimum

We recommend students use the MassCore Requirements as adopted by the Department of Elementary and Secondary Education to see how they align high school coursework with college and workforce expectations: https://www.doe.mass.edu/ccte/ccr/masscore/.

Definition of the 5-credit Fine Arts Graduation Requirement

Grades 9-12

Our fine arts classes work toward the standards expressed in the Massachusetts Art Curriculum Framework. This Framework sets the expectation that all students in the Commonwealth's public schools will become proficient in understanding the arts and communicating in at least one arts discipline by the time they graduate from high school. In dance, music, theatre, and visual arts, people express ideas and emotions that they cannot express in language alone. In order to understand the range and depth of the human imagination, one must have knowledge of the arts. For this reason, courses fulfilling the Fine Arts requirement have their dominant focus on nonverbal expression, creation, creativity, and aesthetic education. These courses value originality, stimulate imagination and creativity, and aim to deepen students' learning by increasing their response to beauty in all of its forms.

Courses which currently fulfill the requirement for Fine Arts include:

- a.) Any course offered by the Visual Arts Dept. (see department subsection below)
- b.) Any course offered by the Performing Arts Dept. (see department subsection below)
- c.) In addition, the following courses will fulfill all or part of the requirement:
 - a. CS1921Z Interior and Fashion Design I
 - b. CS2921Z Interior and Fashion Design II
 - c. AC017Z Design, Engineering and Fabrication I Honors (2.5 credits)
 - d. AC018Z Design, Engineering and Fabrication II Honors (2.5 credits)
 - e. SC034Z Design, Engineering & Fabrication III-Honors (2.5 credits)
 - f. SC035Z Design, Engineering & Fabrication IV-Honors (2.5 credits)

Definition of the Four Year Wellness Graduation Requirement

For each year in attendance, students must complete a number of wellness classes as defined below. Some students may opt to complete their grade 12 requirement during their 11th year. Students are required to fulfill the graduation requirements for Wellness only for the time they are enrolled in the school. For example, a student who transfers during their junior year, is subject to the graduation requirements for Grade 11 and 12, but not for grades 9 and 10.

- **Grade 9:** Students are required to Complete the 9th Grade Program.
- **Grade 10:** Students are required to take two different quartered electives (preferably in the same semester). Students are not allowed to take electives marked for Grade 11 and 12 only. (each course is one quarter long)
- **Grades 11 and 12:** Students are required to take two quarter electives by the time of their graduation. This may entail taking two quartered electives during your junior year, or one junior and one senior year. Spaces may be limited in some electives. Seniors are given preference. Grade 12 students cannot enroll in Quarter 4 PE electives because the length of 4 quarter 4 for seniors is shortened.
- Absences: There is a three (3) absence allowance for all Quarter Elective classes. If a student surpasses
 the 3 absence allowance they must enroll in another elective in a different quarter to earn the PE
 Graduation requirement credit and may require changes to their schedule in order to complete this
 requirement.

Waivers & Substitutions

Requests for relief/substitution of a graduation requirement must be made in writing to the Principal who has final decision-making authority on local requirements for graduation.

Procedure and Requirements for Early Graduation

- 1. Petition for Early Graduation Release must be made in writing to the Principal.
- 2. Application for Early Graduation release will be reviewed by the school counselor and the Principal, or his designee, to outline a program for completion of graduation requirements. The request will then be forwarded to the Superintendent so they are informed.
- 3. Students accepted for Early Graduation Release are normally required to leave school at the same date all other seniors leave school. Exceptions need to be approved by the Principal.
- 4. Students who intend to apply for early graduation must meet the following requirements: completion of all graduation requirements and a plan for the immediate future, signed by the student's parent or guardian.

Course Makeup Policy

It is recommended that a senior who has not met the graduation requirements attend an approved summer school (high school and/or college) and make up credits or required courses immediately, in order to receive their diploma in August of the year they were to have graduated. A diploma will not be conferred to a senior until they have completed all requirements towards graduation.

Any student at the end of grade 9, 10 or grade 11 year is encouraged to make up credits or courses lost during that year. This will help to ensure the necessary credits for graduation. A student must have all summer school courses approved by the Principal or their designee **prior** to registering.

- Prior to continuing in a sequential course, a student must pass an AHS proficiency examination as
 determined by the department chair for the subject. If the course is not sequential, a proficiency
 examination will not be required.
- Enrichment courses may be taken any time at the discretion of the Principal. The credit and grade will neither be used in the calculation of either GPA or weighted GPA, nor will the course be shown on the high school transcript.
- Students are able to take courses, online or in-person from organizations not partnered with Arlington High School and to submit course descriptions and transcripts as additional information when they apply to college, but these experiences are not governed, sanctioned, or funded by Arlington High School and will not be reflected on the Arlington High School transcript. These courses will not be honored to advance through course pathways or graduation requirements, therefore we recommend that these courses be focused on content that is outside of our school offerings.
- Courses passed in summer school or courses that are taken through tutoring or outside of the normal semester or year-long timelines, become a part of the student's permanent record. The grade is recorded, but is not calculated in the student's GPA or weighted GPA. Maximum credit value can range from 2.5 to 5.0 credits, depending on the number of hours required in the study of that subject.

III. Introduction to Course Selection

The information contained in this Program of Studies is designed to guide students and guardians/parents in making important educational decisions for the upcoming school year. All course offerings are dependent on the finalized school budget, enrollment, and student need. The school reserves the right to delete or amend course offerings based on financial considerations.

Philosophy of Course Level Enrollment

The Arlington Public Schools encourage all students to meet their maximum potential. Recommended prerequisites are intended to identify the skills and competencies students should possess prior to enrollment in order to be successful in a given course. Required prerequisites that are not tied to sequential course offerings, i.e., you must take Spanish II before you can take Spanish III, are inconsistent with this vision and shall not be barriers to course selection. Teachers and counselors can provide specific assignments and samples of

coursework to help students make their choices about appropriate courses and levels of study. While we encourage students to seek a challenging course of study, a schedule with 3 college-level courses at one time (e.g., Advanced Placement or SUPA - Syracuse university Project Advance (explained on P.7 P4)) is generally considered to be our most demanding program. Students who seek to take more than 3 college-level courses at one time will need prior approval of the administration.)

<u>Please see this document for a comprehensive guide of our recommendations around</u> choosing courses and levels.

Course Selection Guidelines

- School Counselors work with students to choose the appropriate number and selection of required and elective courses for each individual student.
- The number of students in a particular course will vary based on the requests of students. If there are an insufficient number of students requesting a particular course, the course will not be offered, and those students who have requested it will be assigned to one of their alternate choices.
- Students who select a particular course at the time of the initial course selection should choose the
 appropriate level at that time. It may not be possible to adjust that level at a later date given the
 tightness of the class size/course selection process. Students should consult with their teachers and
 counselors to make the most appropriate educational choices. Changes will not be made in the fall if a
 class overload would result.
- Students who are interested in college athletics will need to satisfy NCAA Eligibility Criteria which is available on their website, www.ncaaclearinghouse.org. All of the courses offered at AHS are designed to prepare our students for college. Historically, Curriculum A, Honors, SUPA and AP courses have met these standards, while Curriculum B courses have not. Students and parents are encouraged to look at the website to confirm for themselves that their courses meet these standards.
- All Freshman, Sophomore and Junior students attending classes at Arlington High School will be scheduled for 32.5 credits per year (minimum). All Seniors will be scheduled for 30 credits (minimum) per year. Exceptions to the credit minimums must be approved by a school administrator.
- All course schedules are subject to final approval of the administration

Policy for Online Coursework and Dual Enrollment Coursework

Dual enrollment refers to the practice of students receiving credit from their high school for a course taken via a college or university, with the course included on both the high school and collegiate transcript.

Online learning, a practice where students learn in an asynchronous or synchronous format from a device-based platform is a broader term with no specific conditions in regards to high school credit.

Students whose medical needs render the student unable to remain in school for a full school day may petition, on a case by case basis, for acceptance of online coursework via their school counselor and Dean, who will seek approval for the requested online coursework with the department head of the subject of the course. Course work will only be accepted if it is agreed to be used for credit by the school administration.

Arlington High School's leadership team encourages the practice of obtaining credit and online learning credit via established partnerships between our school and external educational organizations. This includes, but is not limited to, our courses offered in partnership with Syracuse University Project Advance (SUPA), the Global Studies Consortium course offered in partnership with Harvard Extension School, the DESE funded dual enrollment opportunities for public high school students offered via Framingham State University, and our blended learning course offered to groups of students via EdX and Coursera. In addition, students may participate in a state offered dual enrollment program through community colleges such as Middlesex and Mass Bay Community Colleges. Each of these opportunities is handled in ways specific to the program and it is important to check with your school counselor at the time of enrollment for specific course requirements.

Students are able to take courses, online or in-person from organizations not partnered with Arlington High School

and to submit course descriptions and transcripts as additional information when they apply to college, but these experiences are not governed, sanctioned, or funded by Arlington High School and will not be reflected on the Arlington High School transcript. These courses will not be honored to advance through course pathways or graduation requirements, therefore we recommend that these courses be focused on content that is outside of our school offerings.

Homeschool Students at AHS

Homeschool students are expected to remain in good standing, abide by the code of conduct and AHS attendance policies. Specifically, this means that the student will be subject to the following expectations.

- The student will abide by the Arlington High School discipline code.
- The student will attend class every day on time in accordance with the attendance policy.
- The student will not remain on school grounds during their unscheduled time
- The student will receive an AHS transcript for grades and credits earned.

Should the conditions not be followed, Administration may revisit the student's participation in classes at AHS. If the student is eligible for special education any change in services is subject to state and federal laws governing students eligible for special education.

Schedule Distribution Timetable

As has been the practice in previous years, final student schedules will be distributed by August at the latest. Every attempt will be made to issue a preliminary schedule at the end of the school year or in early summer so that attempts to resolve errors, conflicts, and omissions can take place before the start of the new school year. While students may need to change courses based on their educational goals, no changes that unreasonably overload or imbalance the sizes of existing classes will be made. In particular, changes based on teacher, rather than course preferences, will not be honored.

IV. AHS Course Levels

The following course levels are offered at Arlington High School:

- Advanced Placement primarily for students in Grades 11 and 12, AP courses offer a fast-paced, intensive, college-level, exposure to a specific curriculum. Students in AP courses must take the AP exam, offered by the College Board, at the end of the school year in order to receive AP credit for these courses.
- **Honors** for students in Grades 9-12, Honors courses are driven by independent student-work and, along with Advanced Placement courses, require the highest amount of student discipline, energy, effort, and organizational skills.
 - o Honors for All: Designed to support all general education students in an honors curriculum.
- **Curriculum A -** for students in Grades 9-12, Curriculum A courses are college preparatory courses that cover rigorous content, college preparatory skill development, and specific instruction from teachers in study skills.
- Curriculum B for students in Grades 9-11 with teacher and school counselor approval only, Curriculum B courses allow for some modification of standards while still providing preparation for college and career. Students who are interested in Division 1 or 2 college athletics will need to satisfy NCAA Eligibility Criteria which is available on their website, www.ncaaclearinghouse.org. Historically, Curriculum A, Honors and AP courses have met these standards. Please note that the NCAA has not approved Curriculum B core classes at this point in time.
- Heterogeneous courses In heterogeneous classes, students are not divided by level but can choose to
 complete either Curriculum H (honors) or Curriculum A (academic) level work, with the designation
 reflected on their transcript. After 2-4 weeks, students commit to their chosen level for the semester. Both
 levels provide a rigorous college preparatory curriculum, but H-level work requires greater sophistication,
 consistency, and independence. Specific expectations for work vary depending on the course structure

and content. Instruction is differentiated to support all students.

	Honors and AP	Curriculum A	Curriculum B
Reading and writing	Reading and Writing tasks require proficiency in and understanding of topic, development, tone, purpose, voice, structure, grammar, spelling & punctuation.	Reading and writing require increasing independence in understanding of topic development, tone, purpose, voice, structure, grammar, spelling & punctuation.	Reading and Writing tasks directly teach skills in topic development, writer's purpose, structure, grammar, spelling & punctuation.
Essays and open-ended questions	Essays and open-ended questions regularly require development of ideas in 4-9 paragraphs.	Essays and open-ended questions regularly require students to extend and expand upon development of ideas in 4-6 paragraphs	Essays and open-ended questions include direct instruction in creating beginning, middle (development and organization) and end.
Problem solving	blem solving Problems require independent application of multiple strategies to reach solutions. Problems require minimal guid application of strategies to solutions.		Problems require considerable guidance in application of strategies to reach solutions.
Reading, lab experiences, media viewing	Reading, lab experiences, media viewing, etc. lead to independently drawing inferences and making comparisons, analysis and evaluations.	Reading, lab experiences, media viewing, etc. require increasing independence in drawing inferences, making comparisons, analysis and evaluations.	Reading, lab experiences, media viewing, etc. require comparison and contrast and some analysis and evaluation with ongoing support.
Textbooks and other information sources	Textbooks and other information sources (essays, works of art, magazines, and newspapers, electronic) are regularly assigned for independent analysis.	Textbooks and other information sources (essays, works of art, magazines, and newspapers, electronic) are regularly assigned and require some independent analysis.	Textbooks and other information sources (essays, works of art, magazines, and newspapers, electronic) are regularly assigned and explored with considerable support.
Student performance	Student performance tasks and assignments are	Student performance tasks and	Student performance tasks and assignments

tasks	substantial and require independent time management and study skills.	assignments are substantial and assume increasing independent time management and study skills.	require time management and study skills directly taught and reviewed by the instructor.
Research assignments	Research assignments are carried out independently and require electronic and traditional sources and may include essays of extended length.	Research assignments are carried out with increasing independence and require electronic and traditional sources and may include essays.	Research assignments include explicit teaching of skills of planning, writing and syntheses and revision using electronic and traditional sources
Student tasks regularly require demonstration of creativity and originality independently. Students move beyond proficiency to sophistication in both oral and written language as they make original connections, and apply them to new and different problems.		Student tasks regularly require Demonstration of creativity and originality. Students are increasingly independent in making original connections, and in applying them to new and different problems.	Student tasks regularly require demonstration of creativity and originality with <u>quidance & considerable support</u> . Student tasks require comprehensive idea formation and clearly supported personal opinion.

V. Grades and Report Cards

At the end of each school marking term, a report card is issued to each student. This report is available through the online parent portal and student portal or, upon request, is mailed home to parents or guardians. All grades and attendance become a part of the student's high school record. The following letter grades will be used in rating scholarship achievement in the courses taken:

Letter Grade Explanation

- A Exceeds Standard. Content knowledge, complex reasoning skills, and work habits exceed the standard for the course.
- B Meets Standard. Content knowledge, complex reasoning skills, and work habits meet the standards of the course.
- C Partially Meets Standard. Content knowledge, complex reasoning skills, and work habits partially meet the standards for the course.
- D Minimally Meets Standard Content knowledge, complex reasoning skills, and work habits meet only the minimum standards for credit in the course.
- F Does Not Meet Standard. Student has failed to demonstrate the minimum expectations for content knowledge and complex reasoning skills in the course.
- P Pass. Student has demonstrated the expectations for content knowledge and complex reasoning skills and work habits in a course designated pass/fail.

- H Honors
- W Withdraw Student withdrew from the class after the official date to be removed from a class.

Term Grades

The following grades may appear in the term grade for a course, but will not appear in the year-end grade for the course.

- FA Failure due to missed attendance. The student has exceeded the limit for optional or unexcused absences in the term. The comment from the teacher will detail the grade the student would have received. (see the Student Handbook for details)
- Incomplete. Requirements of course have not been met due to excusable absences. Student will have a limited, agreed upon time to complete assignments.
- NG No grade. Student was not present for sufficient amount of time to receive a grade.
- M Medical absence (The quarter is not counted as part of the student's final year average.

Parent and Student Portal

At the beginning of each year, parents will be issued a password in order to check attendance and grades for their children at the high school. The information in the Parent Portal is provided by the staff to keep parents aware of both attendance and academic progress throughout each term and year. A password is also issued to each student to enter a Student Portal so that they may check on their daily progress in each class. It is the responsibility of students to address any concerns or difference of opinions with their teachers on attendance and/or grades that are posted in PowerSchool.

Final Exams

- Staff may offer a variety of means for students to demonstrate their learning and development over the course of the year which will factor into the students fourth quarter grade.
- Staff may choose to offer summative assessments throughout the course of the year to prepare students for such exams in the future.

VI. Course Withdrawal Information

A formal withdrawal procedure must be followed in order to change or withdraw from a course. A student should consult their counselor and teacher when a course change is being considered. When course changes are deemed appropriate, a change in programming will be made.

The final date to request a course change for a course will be 3 weeks after the first day of school. For the few electives or other classes that are offered during second semester, the final date to request a change is 3 weeks after the first day of term 3. (See chart below for specific dates). Any course change after this deadline will be reflected with a W in the term and end of year grade, but it will not impact their GPA. Please note, these deadlines are also applied to any student wishing to change from a heterogeneous level within a course to an honors level. (currently the freshman heterogenous ELA course does not fall under this policy and students are able to select levels twice)

AP Add drop dates

**ALL AP Course change requests must be submitted in or before phase 1 and require permission from the (teacher, parent/caregiver, school counselor and) Director of School Counseling.

These dates will be finalized once the calendar year for 2025-2026 is finalized by the School Committee

Year long AP courses	1 week after the first day of term 1	
		l I

Year long course	2 weeks after first day of school	September 16, 2025
Semester 1 course	2 weeks after first day of school	September 16, 2025
Semester 2 course	2 weeks after first day of term 3	February 2, 2025
Quarter 1	1 week after the first day of term 1	September 9, 2025
Quarter 2	1 week after the first day of term 2	November 12, 2025
Quarter 3	1 week after the first day of term 3	January 25, 2026
Quarter 4	1 week after the first day of term 4	April 3, 2026

^{*}these dates are subject to change as the schedule for 2025-2026 is finalized

When a student transfers from one level to another in the same content area (Honors Geometry to Curriculum A Geometry) the student's grade for the course travels with him/her and is averaged into the final grade for the term in the receiving course. When a student replaces one course with a completely different course, (i.e. Astronomy to French I) the grade does not travel with the student. If a student enters the new class too late in the term to earn a grade they will receive an NG in the receiving class. If it is determined that a student must change their schedule after the above deadline, teachers, department heads, counselors, special education liaisons (when applicable) and house deans can and will be involved in the decision to withdraw a student from a course and determine the grade adjustment for shifting levels or whether sufficient work exists to receive a grade.

Auditing Courses

The option to audit a course will be approved by the Principal in extenuating circumstances. Auditing is a procedure whereby students attend a class for no credit. It is understood that a student who wishes to audit a course and have a notation of that audit appear on the transcript must meet regular attendance and class participation standards in that class.

VII. Transcripts and GPA

Unlike report cards, which list grades by quarter and semester, transcripts only list final grades. (Senior transcripts, in the first part of senior year, do carry term grades as a way of notifying colleges of the students' academic progress in twelfth grade.) In addition, transcripts also list the students' weighted GPA (Grade Point Average) and unweighted GPA. This information is provided unofficially by teachers, in Naviance and PowerSchool. The only recognized official weighted or unweighted GPA is that which appears on an official school transcript. Note that students are not ranked at Arlington High School.

Grade Point Cumulative Average (GPA)

The grades a student earns will be averaged into a grade point average (GPA). The Grade Point Average is a student's non-weighted grade point cumulative average based on the following translation for each letter grade of A, B, C, D or F. The highest GPA is 4.3

A+ (97-100) = 4.3	\mathbf{A} (93-96) = 4.0	A-(90-92) = 3.7
B+ (87-89) = 3.3	B (83-86) = 3.0	B- $(80-82) = 2.7$
C+(77-79) = 2.3	\mathbf{C} (73-76) = 2.0	C-(70-72) = 1.7
D+ (67-69) = 1.3	D (63-66) + 1.0	D- $(60-62) = 0.7$
, ,	F (59 & below) = 0	, ,

Weighted GPA

The top weighted GPA is roughly 5.0. Since not all courses can be Honors or AP this prevents any student from attaining a 5.25 weighted GPA, the top value for AP grade – see chart below.

Students receive credits for each quarter or term grade. The credits are factored in as part of the weighted GPA. The final credits awarded for the course, however, are based on the student's Y1 grade, i.e., the student's grade for the year. Students who receive a passing grade for the year in a course, will receive full credit for that course.

Weighted GPA

	A+	А	A-	B+	В	B-	C+	С	C-	D+	D	D-
AP	5.25	5.0	4.7	4.3	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7
Honors	5.0	4.75	4.45	4.05	3.75	3.45	3.05	2.75	2.45	2.05	1.75	1.45
Curr. A	4.75	4.5	4.2	3.8	3.5	3.2	2.8	2.5	2.2	1.8	1.5	1.2
Curr. B	4.5	4.25	3.95	3.55	3.25	2.95	2.55	2.25	1.95	1.55	1.25	0.95

Courses that students do not receive credit upon completion do not factor into the weighted or unweighted GPA. There are some credit bearing courses that do not factor into the GPA calculation (weighted or unweighted). These courses include: Advisory, Special education services like Academic support and Young Adult Living, and courses in the wellness department.

Guidelines for Converting Grades and Credits for Transfer Students

In order to prevent disputes and misunderstandings revolving around the methodology and resulting determination of grade point average (GPA) for transfer students, and to preserve an element of fairness to students who have spent their whole academic careers at Arlington High School, the following guidelines will be followed:

- The Arlington High School Class grade point average is designed to give information on students' general
 level of performance in the AHS course of study. It is not realistic to assume that it can reflect with an
 unassailable level of accuracy student performance demonstrated under a different set of standards in
 place at other schools. Therefore, only grades earned at Arlington High School will be used for the
 purpose of computing grade point average.
- Transfer students will receive credits for the courses they have taken at their previous high school(s) as transposed into the credit values for Arlington High School (5 credits, 2.5 credits, etc.)

Honors Speakers for Graduation

The Principal appoints the honors speaker(s) for graduation, taking into consideration, student scholarship, school citizenship, and effectiveness as a writer and speaker.

VIII. School Counseling Services

Counseling services at Arlington High School are geared to the individual student. Counselors work with students and parents on developmental issues, academic planning, course selection, personal issues, transition concerns, and the career/college search process. Counselors assist students to achieve their academic potential, while encouraging social and extracurricular experiences that provide opportunities for personal growth. Each year, counselors meet with their assigned students, in small groups and on an individual basis as needed, while collaborating with teachers and administrators regarding student progress. In addition, the counselors hold group meetings for parents of grade 10, 11, and 12 students each year.

In the spring, counselors meet individually with students to select challenging courses for the upcoming school year. Course selections, made by students and their parents, are further based on teacher recommendations,

and post-secondary interests. Students are encouraged to explore their interests and to hone their talents through the selection of elective courses. Maintaining good grades and an appropriate level of rigor in course selection is emphasized.

School counselors utilize an online tool through the AHS School Counseling website. This program, called Family Connection/Naviance, is a customized planning and advising tool used to instruct all students on matters involving career and college research. Freshman groups focus on transitioning to the high school, goal setting, and involvement in school and community activities. They are given a Naviance account where they complete a Learning Styles Inventory, which aids them in gaining an understanding of how they learn best, as well as a Multiple Intelligence Scale, which indicates each student's strengths. They also begin the process of researching careers and colleges. Sophomore groups revolve around MCAS, PSAT's, course selection and extracurricular activities. Students complete a Personality Profiler and a Career Inventory on Naviance, which exposes them to careers, college majors, and colleges, which best meet their interests and goals. Sophomores continue to expand their search for college majors. Junior groups focus on PSAT's, SAT's, and other standardized testing information. Students are taught how to conduct and fine-tune their college search using Naviance and other tools. They are encouraged to visit colleges, and to interview with college representatives. Counselors help juniors to develop a list of colleges and discuss acquiring teacher letters of recommendation. Seniors work with counselors in groups and on an individual basis to focus on matching their needs and interests to colleges which are a good 'fit'. Students and parents are guided, step-by-step, through the college application process.

College/admissions representatives schedule meetings with students in the AHS Career Center in order to discuss their requirements and to review admissions criteria. These visits include representatives from two and four year colleges, trade schools, the military, year-off programs, and other alternative programs. AHS also sponsors a Spring College Fair, which hosts representatives from over 150 colleges and universities.

Post-Secondary School Placement

Placement and acceptance into post-secondary schools, especially four-year colleges and universities, both private and state-run, are affected by the following:

- The student transcript: The transcript expresses commitment to learning by the nature and sequence of the course selected and by the marks received
- Recommendations: The student's counselor and teachers usually write recommendations.
 Recommendations give a picture of the student's academic abilities as well as their involvement in co-curricular activities-sports, music, art, political and community involvement in order to provide a personalized assessment of the student.
- Test scores issued by the College Board or American College Testing Program
- Co-curricular activities, athletics, clubs, service, internships, work experience, in school and in the community

National Standardized Tests

- **PSAT, SAT, ACT** The College Board of the Educational testing Service and the American College Testing (ACT) Service offer examinations whose scores are sought as part of the admission criteria by post-secondary educational institutions. Arlington High School conducts a Center for Admission testing Programs of the College Board for **PSAT and SAT. ACT** test centers are available in the Metropolitan Boston Area. Sophomores are encouraged to take the Pre-ACT and Juniors are encouraged to take the PSAT to give information for test preparation and testing decisions. Juniors also take the PSAT in order to qualify for the National Merit Scholarship Qualifying Program (NMSQP). Information about these tests is given at regular intervals through the School Counseling Office and the school calendar. Students work out a tentative calendar of testing with their counselors at the end of the sophomore year.
- AP The Advanced Placement examinations provide the means by which secondary school students may demonstrate their readiness to undertake advanced courses as college freshmen. These tests help colleges judge the qualifications of candidates for advanced placement and college credit and are required for any student taking an AP course at Arlington high school to receive AP credit. We do not

- offer exams for people who are not students at Arlington High School.
- TOEFL The Test of English as a Foreign Language (TOEFL) measures the ability of non-native speakers of English to use and understand North American English as it is used in college and University settings.

IV. Social - Emotional Counseling

School Counselors

The relationship a school counselor has with their students is a core component of the counseling program at AHS. Personal counseling is involved every time counselors meet with their students. Issues that arise are addressed based on the counselor's assessment of the personal needs of each student. Students are encouraged to set up an appointment with their counselor to discuss problems and concerns. The counselors value the relationship with each of the students and strive to provide individual support for all students. Counselors are also a resource for parents. Parents should feel free to contact their child's counselor if they have any questions or concerns.

When a student is in need of additional support, one of our school social workers may be of assistance in the situation. If a family or student is interested in services from a clinical social worker their school counselor can make a referral through our Student Support Team.

X. Clinical Services and Supports at AHS

General Services

The Intervention Coordinator/Social Workers offer and coordinate a range of support services at Arlington High School. The Intervention Coordinators provide crisis intervention, individual and group counseling, as well as consultation and support services to students, families, and professionals in the Arlington High School Community. Students are referred due to concerns around anxiety, depression, substance abuse, and behavioral struggles, among others. Deans, teachers, nursing staff, students, parents and school counselors can identify students in need or at risk. The Intervention Coordinator also makes referrals for clinical services in the community, and serves as a liaison to community agencies such as group homes, child welfare social workers, local mental health clinics and private therapists.

There are also several social workers within the Special Education Department (SPED) at the high school. These social workers provide support to students as deemed appropriate in their Individualized Educational Plans (IEPs). Please contact Special Education for more information.

All students returning to school following a hospitalization, safety evaluation, or extended absence, are required to attend a re-entry meeting with their parents/guardians prior to their return to school. In this meeting the student, parent/guardian(s), and appropriate school staff will discuss how the student & family feel about returning to school, make a plan for the student's return to class, and assess and plan for managing make-up work and academics in a way that feels manageable and comfortable. If the student has been hospitalized then parents/guardians are asked to bring the Discharge Summary with them to the re-entry meeting. If the student was evaluated but not admitted to the hospital, please bring a letter of safety from the doctor who did the evaluation. Any other discharge paperwork is also encouraged. THIS IS REQUIRED DOCUMENTATION FOR RE-ENTRY TO SCHOOL.

The Shortstop Program

The Shortstop Program at Arlington High School is a short-term program providing tutoring and counseling support for students returning to school after an extended absence (7 or more days) due to emotional and/or medical reasons. The Instructional Specialist and Social Workers work closely with students and their teachers, enabling them to catch up with assignments and quickly return to classes. Students are offered up to two full days

in the Program classroom, and up to eight additional days of help during their study blocks. Those students who require more support after Shortstop may be referred to the Harbor Program.

The Harbor Program

The Harbor Program is a long-term support program aimed at addressing the academic, social, and emotional needs of students with chronic mental health or medical issues. The Instructional Specialists and Social Workers collaborate with students, families, teachers, and outpatient providers, individualizing each student's support plan. Students in Harbor attend Homeroom, Advisory, and one scheduled Harbor Study block each day, as well as regular check-ins with their assigned Social Worker. Referrals to the Harbor Program are made through the School Counseling Department, Nursing, or Deans, and interviews are required for acceptance into the program.

Substance Abuse Services

The Intervention Coordinator, a clinical social worker in our School Counseling Department, also provides a range of support to students affected by substance use. Being caught with drugs or alcohol in or outside of school, or general concern from faculty, staff, or parent/guardian(s) may warrant a student being asked or required to complete an evaluation. Identified students participate in a one-hour evaluation after which the information gathered is used to determine the relative risk that this student may develop or continue to display a substance abuse problem. After this assessment students may be identified as needing a group or individual support and/or out of school support from a range of community resources. In addition, the Intervention Coordinator facilitates the Jive Turkeys, a student-named support group for teens considering making healthier decisions around drinking and other drug use. This group meets Tuesdays during the school day.

The Millbrook Program

Millbrook is an in-district, general education, transition and assessment program which assists in obtaining a better understanding of students social, emotional, academic and transitional needs.

Academic Support Services

The Learning Center

Grades 9, 10, 11, 12

The Learning Center provides a wide-range of academic support to accommodate the students' varied needs. The teachers work with students clarifying assignments, reviewing content material, structuring and editing essays, supporting ELL students' language development, assisting with college and scholarship applications, and improving study habits and organizational skills. The center is a quiet, structured learning environment where students can work together or independently to complete their assignments. Helping students further develop their executive functioning skills is a major focus of the program. Student progress is closely monitored through PowerSchool. The Learning Center teachers communicate with classroom teachers, guidance counselors, and support staff on a regular basis. Students are expected to bring materials and assignments to class and remain on task. National Honor Society peer tutors are also available to provide additional support. Students can be scheduled into the Learning Center or drop-in during free periods or after school.

New Courses 2025 - 2026

PA8205Z Multimedia Production Honors (fall and spring)

Grade 9, 10, 11, 12

2.5 credits

Students will create multimedia content in this hands-on, project-based production class. They will gather and analyze information and events, determine the message, and turn it into video-based communications. Our primary focus will be producing a weekly news show (The Pondercast) fostering community engagement by showcasing school-related activities, programs, and initiatives. Students will articulate information and ideas through writing, recording, and editing of video, pictures, music, and motion graphics Additional projects may be promotional, expository, and public service in nature.

Along with media production skills, students will communicate with members of our high school community to generate and develop content. They will apply storytelling techniques that best fit the message; considering, style, format, and platform. Participants will also review and discuss the changing media and information and landscape, including emerging Al-generated content.

PA8207Z Advanced Music Production Honors

Grades 10, 11, 12

2.5 credits

Prerequisite: Music Production

Advance level of Music Production Course

Advanced topics in recording, such as multi-track recording, instrumental and vocal layering, editing, and mixing techniques. Introduction to the use of our Dante system and Dante certification level 1 and above.

PA8206Z Music Production Honors

Grades 9, 10, 11, 12

2.5 credits

Prerequisite: Music Technology (waived for students with a year or more experience in one of our performing ensemble classes)

Create your own music, songs, and sound design for your projects! The Music Production program provides students with a comprehensive understanding of the music creation process, from recording and arranging to mixing and producing. The curriculum is designed to equip students with the technical skills, creative insight, and industry knowledge necessary to excel in various music production careers. Through hands-on training and practical coursework, students will learn the essential techniques and technologies required for professional music production. Students present individual and team creative projects in concert each term. Students can customize their learning track by choosing a specialization area to earn certification for each semester. Upon completing the program, students will be prepared for a wide range of roles in the music production industry, equipped with the technical and creative skills to thrive in an evolving digital landscape.

Certification Areas:

- **Songwriting**: Learn the art and craft of writing original songs, from lyric composition to melody development, harmonic progressions, and song structure.
- **Film Scoring**: Explore the creative process behind composing music for film, television, and other visual media, with an emphasis on storytelling through music.
- **Sound Design**: Study the creation and manipulation of sound effects and sonic elements used in music production, film, and gaming.
- **Studio Musicianship I**: Gain practical experience as a studio musician, learning the skills necessary to perform and record in professional studio environments.
- **Live Sound Engineering**: Understand the principles of live sound, including audio system setup, mixing for live performances, monitor mixes, and troubleshooting sound issues in real-time. Required to run sound for Auditorium events.

PA1250Z Drama and Improv Honors

Grade 9

2.5 credits

Fundations of Drama is an introductory course that approaches the study of drama through encounters with acting, improvisation, storytelling, playwriting, design, and dramatic literature. Beginning with the study of Oral Interpretation of Literature and continuing with character development, students will present scenes, monologues, and short original pieces to their peers. Emphasis will be placed on the physical work of an actor. Theatre history and play construction will be studied during the second term. The course is an introduction to drama and is meant as a survey course preparing you for more in-depth study in the future.

This course aligns with Massachusetts arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework.

PA00031Z Advanced Drama and Improv Honors

Grades 10, 11, 12

2.5 credits

This course is designed for experienced drama students who are ready to deepen their understanding of the theatrical arts through advanced study and practice. Students will explore performance techniques and playwriting while developing their artistic voices and honing their collaborative skills. The curriculum includes intensive scene work, monologue study, character development, and the physical work of an actor, using methodologies from Uta

Hagen, Practical Aesthetics, and other influential acting approaches. Students will also engage in script analysis and develop original short plays, fostering creativity and storytelling skills. Special attention will be given to ensemble work, as students learn to build trust and cohesion within a cast.

In addition, students will study theatre history, exploring significant movements, playwrights, and productions that have shaped the art form. This advanced course requires commitment, discipline, and a willingness to take artistic risks. Open to upper-level students with prior drama experience or by instructor approval.

This course aligns with Massachusetts arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework.

PA00032Z PlayWriting and Directing Honors

Grades 10, 11, 12

2.5 credits

In Play Writing and Directing, we will combine the art of crafting original plays with the fundamentals of directing. This dynamic course is perfect for students with a passion for both writing and directing, offering a comprehensive exploration of the collaborative and creative aspects of theater production. Course work will focus on directing and playwriting. Topics will include blocking, staging, working with actors, and interpreting scripts. Students will gain insights into the director's role in shaping the overall vision of a production. Students will grasp the essential elements of play structure, character development, and dialogue. Through various exercises and workshops, they will refine their skills in creating captivating scenes and compelling narratives.

The course will culminate in the rehearsal and performance of selected student-directed plays, providing aspiring directors with hands-on experience in bringing scripts to life on the stage. This collaborative effort will showcase the integration of playwriting and directing skills in a live performance setting.

PA1253Z Play Production Honors Required Entry Criteria: Audition

Grade 9, 10, 11, 12

2.5 credits

In *Play Production*, students will step into the roles of a small theatre company and experience the full scope of creating a theatrical event. From initial concept to final curtain call, students will engage in all aspects of theatre production, including producing, budgeting, scheduling, acting, directing, stage management, house management, design, educational outreach, and technical crew work. This course provides a hands-on opportunity to apply skills and knowledge gained in prior drama classes, offering a deeper understanding of the collaborative nature of theatre. Given the class size, students will take on multiple roles across different theatrical departments, gaining versatility and insight into the interconnected roles of a production team. The course will culminate in a fully mounted public performance, serving as the final assessment and providing students with the rewarding experience of presenting their collective work to a live audience.

This immersive and practical course is ideal for students who are ready to expand their understanding of theatre arts, develop strong teamwork and problem-solving skills, and bring a production from page to stage.

SC7300Z Meteorology

Grades 10, 11, 12

2.5 credits

With a planet in extreme environmental disruption due to the increasing effects of Global Climate Change, it has never been more important to study the science of weather and climate on planet Earth. This half-year course of introductory meteorology will explore how the orbital mechanics of the Earth alter the way it absorbs energy from the Sun, thereby causing the air and water on the surface of the Earth to cycle and cause the various weather phenomena we experience throughout our lives. In addition to learning about the complex global climate systems that influence our weather, students will learn the basics of observing the environment around them to forecast local weather to come. Students will be expected to collect field samples and measure weather conditions numerous times throughout the course, so prepare to be outside throughout the seasons both in class and for homework. * Students have the option of earning Honors Credit through more extensive weather sampling and reporting, tests, and projects.

SS7081Z Race, Class and Gender in Society

Grades 10,11,12

5 credits

This interdisciplinary course examines complex issues of identity that reveal the diversity of experiences in the United States. The course studies issues such as race, gender, sexuality, socioeconomic status, and other interrelated issues with a social justice lens. For example, how does poverty impact one's ability to access education, health care and jobs? The course delves deeply into the history of movements for equality while focusing on current issues affecting various communities. Students will engage with historical and contemporary perspectives, analyzing the impact of these factors on identity and inequality. Classes are run on a discussion model, using video clips, newspaper and magazine articles, films and scholarly works to acquaint students with the skills needed to have challenging conversations about difficult topics of identity, with an eye toward finding solutions that celebrate our differences and enhance equity. The course encourages critical thinking and open dialogue, providing a comprehensive framework for understanding the complexities of these interrelated aspects of human society. Methods include journal, guided discussion, and circle discussions. *Students have the option of earning Honors Credit through more challenging research and project work.

AC3105Z Advanced Open Studio Honors

Grade 10, 11, 12

2.5 or 5 credits

This year-long course provides students with the independent studio space and instruction they need to continue improving their skills and developing their own artistic vision. Through independent projects in the media of their choice, collaborative assignments, class skill builders and academic studies, students will create a body of work showcasing their ability to create, reflect, respond, and connect to the art world. Students who take this class will work in a supported manner in materials of their choosing including 2D, 3D, digital, and mixed media work. This open studio style course allows students to develop their ideas and practice in a supportive environment. Students will build a portfolio and accompanying website that will be the basis for potential college applications or as a supplement for other post-high school opportunities. Students will have periodic portfolio reviews with visual art department staff as well as various art school representatives for valuable feedback about their work and the growth of their artistic voice. In addition students will build fluency in their ability to discuss and critique visual art by researching art historical and contemporary movements, and by participating verbally and in writing in critiques of their own artwork and of that of their peers. Each year there will be at least one day-long field trip to visit contemporary art exhibits in the Boston area. **Prerequisites:** Five Visual Arts credits in any area of the Visual Arts Department.

AC036Z Fiber Arts Honors

Grades 9, 10, 11, 12

2.5 credits

In this semester course we will experiment with a variety of 2D and 3D fiber arts techniques, such as hand sewing, machine sewing, needle felting, textile collage, quilting, embroidery, weaving, upcycling fabrics and more. We will explore the history and processes of textiles across cultures and time periods, and make connections to contemporary artists and makers. We will focus on traditional techniques to create functional pieces, while also exploring innovative ways to combine materials and see how fiber arts can relate to other materials such as paint, collage, ink, ceramics, wood and other mixed media. Sewing machine basics will be introduced, though most techniques will be done by hand. There will be opportunities to work collaboratively and exhibit our work. Concepts surrounding storytelling, sustainability, community, tradition and more will be explored. **Prerequisites:** none

AC041Z Digital Art Honors

Grades 9, 10, 11,12

2.5 credits

In this digital drawing course, students will immerse themselves in the world of digital art using the Procreate app on iPads. The curriculum is designed to cover essential skills such as digital drawing, inking, illustration, painting, collage, and character design. Students will learn to navigate Procreate's variety of tools, experimenting with various brushes and techniques to create guided and independent artworks. In this course, students will develop their unique artistic style while gaining a solid understanding of the principles of design and composition. By the end of the course, students will not only enhance their technical abilities but also cultivate their creativity and confidence as digital artists. **Prerequisite:** none

AC040Z Filmmaking IV Honors

Grades 10, 11, 12

2.5 credits

Students will produce one complete short film in one semester. Character development, world building, storytelling and thematic depth will be an emphasis of work produced in this course. Students may work in a larger crew,

taking on a specific role, with crew positions mirroring that on a professional film set. Students will film on location, casting actors, and putting greater levels of effort into each shot. Advanced soundtracks may include voiceover, foley effects, and original music. Adobe Premiere and Aftereffects will be used for color grading and visual effects. Students will screen their work in the school's film festival and may use their work for application to film festivals and college film programs. Regular in-class and small group critiques with the teacher and peers will be vital to helping each student develop their craft and pursue their vision. **Prerequisites:** Filmmaking

AC039Z Digital Photography IV Honors

Grades 10, 11, 12

2.5 credits

This course focuses on the students' continued development as a highly expressive photographer, utilizing advanced and experimental camera techniques. Students will study major contemporary photographers from a variety of cultures and backgrounds, and pursue independent sustained projects. Students will present their work in a digital portfolio and in in-person exhibitions. Regular in-class and small group critiques with the teacher and peers will be vital to helping each student develop their craft and pursue their vision. **Prerequisites:** Digital Photography III

AC038Z Animation IV Honors

Grades 10, 11, 12

2.5 credits

In Animation III students will continue to develop their own creative vision as an animator and complete one short animated film project in one semester, using media of their choice (traditional and/or digital). Character development, world building, storytelling and thematic depth will be an emphasis of work produced in this course. Students will continue to work both individually and collaboratively. Regular in-class and small group critiques with the teacher and peers will be vital to helping each student develop their craft and pursue their vision. This course gives students an opportunity to create work to submit to colleges for admission to competitive animation programs. **Prerequisites:** Animation III

Reactivated

PE7027Z Relaxation I

Grades 10, 11, 12

2.5 credits

This course will offer techniques and strategies for relaxation and mindfulness as a means to reduce stress. The class will also examine the psychological and physiological effects of stress, the assessment of individual risk factors that relate to stress, and strategies to reduce stress and take control over stress levels.

PE7692Z Relaxation II

Grades 11, 12 only

2.5 credits

This course is designed to be an extension to practices learned in Intro to Relaxation. In this course students will spend more concentrated time on honing Relaxation skills such as: guided meditation, self-guided meditation, yoga, mindful breathing, and nature theory. Students will also be tasked with cataloging and reflecting on their practices, ultimately creating a personal wellness plan they can utilize outside of the classroom. Students must have taken Intro to Relaxation prior to this course.

AC009Z Drawing I Honors

Grades 9, 10, 11, 12

2.5 credits

Drawing I provides an introduction to the foundational skills of drawing using a wide range of media and contemporary methods with a focus on line, values, edges, perspective, and form. We will first develop a strong foundational base of understanding the elements that make up a drawing and then students will be able to explore open concepts and themes while strengthening and expanding their skills to communicate bigger ideas. Students will develop skills in analyzing and discussing artwork as they study and research a range of artists' drawings, styles, methods, and processes. **Prerequisites:** None

AC043Z Painting I Honors

Grades 9, 10, 11, 12

2.5 credits

This half year 2D studio course is made for students who want to explore and expand upon traditional and contemporary approaches to drawing and painting. Students will develop skills in a variety of painting techniques and materials while exploring artistic voice and vision through choice based themes and open ended projects. We will experiment in depth with color and composition, with additional focus on the use of line, form, edges, and space to create dynamic artworks. We will explore acrylic and watercolor in depth. After completing a series of skill building exercises students will explore personal interests in themed based work in the media of their choice.

Critiques, collaborative artmaking, class discussions, digital portfolio creation, and presentation will be essential elements of the class, with an emphasis on both process and product. **Prerequisites:** None

English Language Arts

English classes are designed to foster clear thinking, thoughtful discussion, respectful collaboration, active listening and the improvement of student writing and reading. Each course provides opportunities for students to work with language-as readers, writers, and thinkers. Student writing will be kept in a portfolio to help students monitor their own progress.

Levels	Advanced Placement	Honors	Curriculum A
Grade 9		EN1116Z Foundations of English Honors *	EN1112Z Foundations of English - Curr. A *
Grade 10		EN2125Z Examining Expression Honors	EN2120Z Examining Expression - Curr. A
Grade 11	EN3001Z AP English Language and Composition	EN3106Z American Literature Honors EN7275Z Public Speaking Honors*#	EN3110Z American Literature - Curr. A EN7275Z Public Speaking - Curr. A*#
Grade 12	EN30032Z AP English Literature and Composition	EN4266Z Memoir, Poetry and Fiction: Creating Literary Forms Honors * EN7281Z Missing Voices, Other Cultures Honors * EN4168Z Poetry as Art Honors * EN7275Z Public Speaking Honors*#	EN4266Z Memoir, Poetry and Fiction: Creating Literary Forms - Curr. A * EN7281Z Missing Voices, Other Cultures - Curr. A * EN4168Z Poetry as Art - Curr. A * EN7275Z Public Speaking - Curr. A*#

^{*} Denotes courses offered as heterogeneous (see page 6).

- **Levels**: English courses are offered at two levels in the freshman and sophomore years. At the eleventh and twelfth grades, an Advanced Placement course is also offered. All students enrolled in AP courses must take the AP exam in May.
- **Grade 11 English Requirement:** American Literature is a required course for all juniors except those who select AP Language and Composition.
- **Grade 12 English Requirement:** A full year of English must be selected in Grade 12. Students who take more than one English course should carefully consider the reading and writing requirements of courses since all English courses require a serious time commitment.
- Summer Reading: All English courses have required summer reading. A complete list of the titles for each
 course will be available in June through school offices and online. Summer reading will be tested during the
 first full week of school in September.
- **Senior Electives:** With the exception of AP Literature and Composition, all senior electives are heterogeneously grouped. Students may elect to earn honors credit in September.

[#] Denotes course offered at 2.5 credits and does not fulfill the English graduation requirement.

English Grade 9

EN1116Z Foundations of English - Honors Grade 9 5 credits
EN1112Z Foundations of English - Curriculum A Grade 9 5 credits

This course is designed to provide a foundation for success in the entire high school English program. To develop this foundation, students read classic and contemporary works, apply reading strategies, develop skills of literary analysis, and broaden their knowledge of literary terms. The course involves the close reading and discussion of major literary genres including poetry, nonfiction, drama, the short story, and the novel. Because this course is a study of communication in all its forms, students also critically assess information in non-traditional "texts," such as online media, advertisements, and news articles. Students compose literary analyses and expository essays with a clear focus, logically related ideas, and supporting detail to uphold their arguments. In creative writing, students work to develop a strong voice and to integrate literary elements, such as figurative language, characterization, and narrative structure. Students use their knowledge of the standard conventions of the English language to revise and edit their work. Students are encouraged to become active participants in the classroom through student-centered discussions and oral presentations. To foster a positive attitude toward learning and to support students as they assume responsibility for their progress, the course provides instruction in critical thinking, reading strategies, and effective study habits. Other emphases include grammar and vocabulary development. * Students electing to take the course for honors credit will be responsible for demonstrating skills with advanced sophistication, consistency, and independence. Please click the live links for more information about the standards based skills and the FAQ document.

English Grade 10

EN2125Z Examining Expression - Honors Grade 10 5 credits EN2120Z Examining Expression - Curriculum A Grade 10 5 credits

English 10 is a full-year course developing skills gained in ninth grade. Students not only interpret fictional characters' experiences, but also examine and express their own beliefs and ideas through varied methods and media, including discussion. Students write creative pieces and evidence-based analytical essays; collaborate in order to reflect on their growth as writers and thinkers; and continue building vocabulary, learning grammar fundamentals, using technology, speaking publicly, and broadening their understanding of literary elements and genres. Additionally, students prepare for the English Language Arts MCAS exam by cultivating test-taking strategies. Authors we read in the tenth grade include but are not limited to Jane Austen, Dr. Joshua Bennett, Ray Bradbury, Charles Dickens, Yaa Gyasi, Seamus Heaney, José Olivarez, Julie Otsuka, Shakespeare, Clint Smith, Sophocles, Angie Thomas, August Wilson, and others.

English Grade 11

Students entering grade 11 may take one of the following year-long courses. All juniors will study both classic and contemporary works from the following list: The Scarlet Letter, Of Mice and Men, The Crucible, Plainsong, A Raisin in the Sun, and Into the Wild.

EN3001Z AP English Language and Composition Grade 11 5 credits

AP Language and Composition is intended for juniors who have demonstrated proficiency in composition and literary analysis and are ready to engage in college-level study of more sophisticated writing and effective rhetoric. Through thematic units the students will explore purpose and audience, the tools of effective argument, the elements of style, and the use (and misuse) of language. Through close analysis and synthesis of a variety of texts, students will develop their expository, analytical, and argumentative writing skills to address the essential question: How does the study of rhetoric enable one to be a contributing citizen and a conscientious consumer? While students will read novels of American literature, equal emphasis will be given to classic essays, speeches, political tracts, and literary criticism from such authors as Frederick Douglass, Deborah Tannen, Brent Staples, Richard Rodriguez, Annie Dillard, Perri Klass, Henry David Thoreau, Malcolm X, Martin Luther King, Amy Tan, George Orwell, and others. AP students will be expected to read deeply, prepare oral presentations and lead discussions. Portfolios allow students to reflect upon their accumulated work and establish individual writing goals.

Grammar instruction, based mainly upon student writing, targets sentence complexity, variety, and precision. Students develop and strengthen their command of language through the study of vocabulary drawn from the texts read in class.

EN3105Z American Literature - Honors EN3110Z American Literature - Curriculum A

Grade 11 Grade 11 5 credits 5 credits

The English 11 full-year American Literature program is an exploration of major American writers from colonial times to the modern day. Students explore the essential questions "What does it mean to be American?" and "How does the American Dream change over time?" Specific themes include the transition from innocence to experience, the conflicts between the individual and society, the realization of a moral code, and the pursuit of happiness. Selected novels and plays from the list above are supplemented by short stories, poems, and essays. As readers, students are challenged to engage texts purposefully in order to make meaning, generate critical questions, observe connections among texts, and defend interpretations with relevant evidence. As writers, students focus on crafting and supporting original claims through organized, fluid, and unified essays. Portfolios allow students to reflect upon their accumulated work and establish individual writing goals. Grammar instruction, based mainly upon student writing, targets sentence complexity, variety, and precision. Students develop and strengthen their command of language through the study of vocabulary drawn from the texts read in class.

English Grade 12

In order to graduate, students must enroll in and pass a full year of senior English. In the fall, students will spend time on the composition of the college essay and review for the final administration of the SAT. All courses will include regular writing assignments and a variety of reading experiences.

EN30032Z AP English Literature and Composition

Grade 12

5 credits

Advanced Placement Literature and Composition engages students in the careful reading and close textual analysis of complex, sophisticated and imaginative literature. By reading fully and deliberately, by noting how meaning is embedded in literary form, students are given the tools to strengthen their knowledge of literary analysis and to foster a deep appreciation of literature. The writing in this course challenges the student to argue ideas clearly, precisely and elegantly in essays of critical analysis. The assignments will be predominantly analytical and require students to demonstrate close reading of a text. Some works that will be studied include *Oedipus Rex, Heart of Darkness, Frankenstein*, a novel by Toni Morrison, the plays of William Shakespeare, and a rich variety of poetry from many cultures and time periods. Advanced Placement students are required to take the College Board's National Advanced Placement Test in May.

EN4266Z Memoir, Poetry and Fiction: Reading and Creating Literary Forms

Grade 12

5 credits

Students in this course will have the opportunity to find their creative voices in three distinct areas. The college essay will begin a study of memoir; students will then study the short story, and finally poetry. In each case, writing will be informed by both classic and contemporary literature. Memoirs by David Sedaris, Dave Eggers, Jeannette Walls; poetry by authors ranging from William Shakespeare to Robert Frost to Billy Collins; and short stories by Hemingway, Poe, Vonnegut, Chopin and many others will all give shape and texture to the literary forms that students will write. Students will create a writing portfolio as the culmination of the year's work.

* Students have the option of earning Honors Credit through more challenging research and project work.

► EN7281Z Missing Voices, Other Cultures

Grade 12

5 credits

Literature often tells us about people whose lives are informed by the societies in which they live. Whether defined by race or culture, exclusion or inclusion, power or weakness, characters in literature can help us to see how society shapes both behavior and motivation. Students in this course will hear the voices of people who have had to work to be heard, whether it is because of gender, beliefs, family background, political realities, or other issues that have caused them to speak out as a means of defining themselves. Students will write regularly in this course; analytical essays, personal essays, and formal presentations will offer students opportunities to hone

the writing skills they have been working on throughout their high school years.

* Students have the option of earning Honors Credit through more challenging research and project work.

► EN4168Z Poetry as Art

Grade 12

5 credits

As one of the oldest art forms, poetry has become both a time-piece and a gallery of diverse expression. It has inspired and informed works ranging from Homer's classic epics to more contemporary forms such as rap and hip-hop. More importantly, perhaps, it is a representation of our own life rhythm. Seamus Heaney once wrote: "I rhyme to see myself. To set the darkness echoing." In an effort to find our own rhyme, we will explore poetry from its most basic roots to its more sophisticated forms. Instead of surveying poetry as a chronological timeline, we will bounce back and forth from the past to the present in order to discover how one has informed the other. Haikus and sonnets, ballads and slam poetry will all receive equal attention. Students will read, compose, and analyze poetry as an artisan might, by paying close attention to the process, the craft, and the history that informs our work. While the majority of the writing in this class will be creative in nature, students will occasionally write expository pieces about poems as well.

* Students have the option of earning Honors Credit through more challenging research and project work.

★ EN7275Z Public Speaking (Semester Course)

Grades 11. 12

2.5 credits

Sharpening communication skills, which rests on the ability to 'stand and deliver,' promises academic and professional success for life. That remains the guiding belief of this course. In a relaxed, supportive environment, students identify and cultivate strategies to most effectively express themselves. In doing so, they discover their hidden voices and master proven techniques of informing, persuading, and motivating others. By choosing their own topics and acting on ongoing peer feedback, students come to celebrate their existing strengths as communicators while targeting focused areas for maximum improvement. In little time, all students reach heightened self-awareness, gain valuable confidence, and achieve distinct professionalism in the way they present themselves and their personal beliefs. *This course does not count towards the four year English requirement.* * Students have the option of earning Honors Credit through more challenging research and project work.

Multilingual Learner Education (MLE)

The primary goal of the Multilingual Learner Program is to enable our Multilingual Learners to achieve communicative and linguistic competence in English and to perform in academic content classrooms with high expectations. The core classes are divided into four (4) levels, Entering/Emerging (WIDA 1), Developing/Expanding (WIDA II), Expanding/Bridging (WIDA III) and WIDA Level IV (Expanding English). At each WIDA level the four major aspects of language (speaking, listening, reading, and writing) will be mastered before moving to the next WIDA level. Students practice all language skills in English and learn essential vocabulary and background information to foster success in content areas across the curriculum.

MULTILINGUAL LEARNER EDUCATION PLACEMENT HAS PREREQUISITES AND MUST GO THROUGH A PLACEMENT EXAM AND COMPLY WITH DEPARTMENT GUIDELINES

WIDA Level	Required Language Class
WIDA Level I - Entering/Emerging	EL010Z ML Level I - Entering/Emerging
WIDA Level II - Developing/Expanding	EL011Z ML Level IIA - Developing/Expanding
WIDA Level III - Expanding/Bridging	EL012Z ML Level III - Expanding/Bridging

	EL013Z ML Level IV - Expanding English Proficiency
Proficiency	

WIDA 010Z Level 1 - Entering/Emerging (Two blocks-full year)

10 credits

This course is designed for students with limited or no English language proficiency. All four areas of language acquisition are emphasized. Listening, speaking, reading, and writing in English are emphasized through content-based instruction and the teaching of learning strategies appropriate for students just learning English. The course is designed around theme-based literature instruction using authentic texts. Focus will also be given to helping beginning students understand the structure of the English language as they begin reading texts on their own.

WIDA 020Z Level II - Developing/Expanding (Two blocks-full year)

10 credits

This course is designed for students with early intermediate-intermediate English language proficiency. All four areas of second language acquisition are emphasized. Listening, speaking, reading, and writing are emphasized through content-based instruction and the teaching of learning strategies. The course is designed around theme-based literature instruction using authentic texts. Focus will also be given to helping students be more fluent in their reading and apply reading strategies to literature.

WIDA 030Z III - Expanding/Bridging (Two blocks-full year)

10 credits

This course is designed for students with advanced English language proficiency, in need of an additional year of English language development support in addition to an ELA course. All four areas of second language acquisition are emphasized. Listening, speaking, reading, and writing are emphasized through independent use of reading strategies to authentic literature and students own independent reading. This course is taken in conjunction with a grade appropriate English course.

WIDA 040Z IV - Expanding English Proficiency (One block-full year)

5 credits

This course is designed for students with an Expanding English Proficiency Level at WIDA Level 4. It stresses the more difficult academic language skills in reading and composition through literature-based instruction using authentic texts. Reading & Writing course topics specifically target essential reading and writing skills for multilingual learners. They focus on various strategies to enhance comprehension and interpretation of texts more effectively. These strategies include skimming, scanning, predicting, summarizing, and making inferences. Students will also engage in reading activities to improve their language proficiency, and vocabulary knowledge. Reading materials can range from simple texts, such as short stories and newspaper articles, to more complex academic texts and literature. Through Writing, students will be expressing ideas, opinions, and information in written discourse. In addition, students will develop their writing skills through structured exercises, creative assignments, and academic tasks aimed at improving grammar, vocabulary, organization, and coherence. Peer review and self-editing will be some of the strategies used throughout this course to help multilingual learners identify and correct errors in their writing.

Family and Consumer Sciences

All courses in the Department of Family and Consumer Sciences address standards in the following areas:

- Massachusetts Health Frameworks Standards
- Massachusetts Career Readiness Benchmarks
- Massachusetts Visual Arts Standards
- Massachusetts Vocational Technical Standards for Early Childhood Education
- Massachusetts Vocational Technical Standards for Culinary Arts
- National Standards for Family and Consumer Sciences
- National Personal Finance Standards

Family and Consumer Sciences is all about "learning for living." We offer courses to help young men and women develop a variety of personal and career skills. Classes are in laboratory settings that provide opportunities for

learning by demonstration, practical hands-on experiences, observation and discussion. These courses encourage accomplishment through work in small groups and individual projects. The skills learned in our classes will be useful to students now and throughout their lives.

Levels	Honors	Curriculum A
Grades 9	CS2241Z Early Childhood Education I - Honors*	CS2241Z Early Childhood Education I* CS1920Z Interior and Fashion Design I CS2306Z Culinary I
Grades 10, 11, 12	CS2241Z Early Childhood Education I - Honors* CS3243Z Early Childhood Education II - Honors*	CS2241Z Early Childhood Education I* CS3243Z Early Childhood Education II* CS1920Z Interior and Fashion Design I CS2920Z Interior and Fashion Design II CS2306Z Culinary I CS2308Z Culinary II CS2315Z Bake Shop 101 CS2314Z Cooking Life After High School CS001 Marketing and Customer Service Experience
Grades 11, 12	CS2241Z Early Childhood Education I - Honors* CS3243Z Early Childhood Education II - Honors* CS4244Z Early Childhood Education III - Honors* CS4245Z Early Childhood IV- Honors*	CS2241Z Early Childhood Education I* CS3243Z Early Childhood Education II* CS4244Z Early Childhood Education III* CS1920Z Interior and Fashion Design I CS2920Z Interior and Fashion Design II CS1922Z Interior & Fashion III CS2306Z Culinary I CS2308Z Culinary II CS2309Z Culinary III CS2315Z Bake Shop 101 CS2314Z Cooking Life After High School CS001 Marketing and Customer Service Experience
Grade 12	CS2241Z Early Childhood Education I - Honors* CS3243Z Early Childhood Education II - Honors* CS4244Z Early Childhood Education III - Honors* CS4245Z Early Childhood IV - Honors* CS4246Z Early Childhood Education III Internship - Honors*	CS2241Z Early Childhood Education I* CS3243Z Early Childhood Education II* CS4244Z Early Childhood Education III* CS4245Z Early Childhood IV (5 credits)* CS4246Z Early Childhood Education III Internship (5 credits)* CS1920Z Interior and Fashion Design I CS2920Z Interior and Fashion Design II CS1922Z Interior & Fashion III CS2306Z Culinary I CS2308Z Culinary II CS2309Z Culinary III

	CS2314Z Cooking Life After High School CS2315Z Bake Shop 101 CS001 Marketing and Customer Service Experience
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^{*} Denotes courses offered as heterogeneous (see page 6).

Child Development Studies

These courses are designed for students interested in studying Early Childhood in college or pursuing careers working with young children such as early childhood or elementary school teachers, daycare providers, child psychologists, pediatricians, or social workers. These courses also benefit students who aspire to be a parent, aunt, or uncle. Students will learn about the development of children through a variety of classroom and preschool lab activities. Students will gain invaluable experience and insight into the roles of parents, teachers, and other professionals who work with young children.

Students who complete the course requirements for Early Childhood Education I, Early Childhood Education II, and Early Childhood Education III may meet the requirements for EEC (Office for Early Education and Care) certification. This certification allows individuals to work in private early childhood programs as teachers. Students will be awarded a letter documenting their participation upon completion of requirements.

CS2241Z Early Childhood Education I

Grades 9, 10, 11, 12

5 credits

Although all students are welcome, this elective course is especially designed for students who are interested in pursuing careers in early childhood and elementary education and care or other fields working with children. Students study the development of children from birth to age 5 with a strong emphasis on early childhood curriculum and programs. There will be a focus on current research of brain development, different learning styles, and theories of development, teaching, and learning. The study of children will be accomplished through class readings and discussion, research projects, observations in early childhood programs, media presentations, and hands-on experience working with three and five year old children in Menotomy Preschool. Students apply their knowledge of developmentally appropriate activities for young children by planning, implementing, and evaluating activities for the preschool children in all curriculum areas.

CS3243Z Early Childhood Education II

Grades 10, 11, 12

5 credits

This challenging and rewarding class gives you the opportunity to begin working with children in Menotomy Preschool on a regular basis. You will write and implement lesson plans, create educational games, plan lessons for simple math, language arts, social studies and science concepts, explore music and movement activities, and develop creativity through art. You will apply the knowledge you learn directly with the children in the preschool on a regular basis. **Entry Criteria:** Successful completion of Early Childhood Education I.

CS4244Z Early Childhood Education III

Grades 11. 12

5 credits

This course is for students who have already taken <u>Early Childhood Education I and II</u> and are ready for considerable responsibility applying and practicing their teaching skills in the preschool on a regular basis. You will experience the fun and challenge of working with three to five year old children in the Menotomy Preschool Program as you become involved in all aspects of preschool teaching including planning and implementing activities with the children, interacting with them, and supervising and ensuring their safety. This course provides an invaluable opportunity for first-hand experience in teaching for those students who are planning to enter the field of childcare after high school or who will pursue a college degree in education or another child related field. **Entry Criteria:** Successful completion of Early Childhood Education II.

CS4245Z Early Childhood Education IV

Grade 12

5 credits

Students who have already completed three years of Early Childhood Education courses may choose to do an

^{*} Students have the option of earning Honors Credit through more challenging research and project work.

^{*} Students have the option of earning Honors Credit through more challenging research and project work.

internship in an elementary school classroom. Students who enroll in this program will work out a school placement and a project plan with the ECE teacher in early fall and will then spend the school year working in an elementary or preschool classroom. Students will need flexibility in their schedule in order to schedule this internship around their other high school courses. 5 credits will be awarded to students completing 4 blocks per week of the internship.

Entry Criteria: Successful completion of Early Childhood Education I, Early Childhood Education II, and Early Childhood III, as well as teacher approval.

CS4246Z Early Childhood III Internship

Grade 12

5 credits

This course is designed for Seniors who were unable to participate in all four years of the Early Childhood Education Program, but who would like to participate in an internship at Menotomy Preschool, one of the Arlington Public Schools elementary classrooms, or a teacher approved community preschool or daycare. The course is designed to be a combination of the Early Childhood III coursework and Early Childhood Education IV Internship. 5 credits will be awarded to students completing 4 blocks per week of the internship. *Please Note:* Students must have pre-approval from the program instructor.

Foods, Hospitality, and Tourism Career Paths

The exciting worlds of hospitality and tourism are two of the fastest growing and most exciting industries in the world today. This encompasses more than 15 related industries including food service, travel, tourism, and lodging services. This program will give students the opportunity to explore and research the career paths available and participate in shadow programs for a first-hand look at what the professionals in these industries actually do on the job. Students will be given a broad overview of these career paths in the grade 9 course. In the following years, students will have the option of concentrating their studies in a specific related career path.

CS2306Z Culinary I Grades 9, 10, 11, 12 5 credits

In this course, you will learn food preparation skills for both home and in the hospitality industry. Explore the wide range of career and business opportunities available in this billion dollar industry. Through food labs, a variety of hands-on activities, discussions, field trips, guest speakers, readings, and research projects. Learn how to prepare healthy foods, fun menus, arranging trips, "planning events, and comparing features of all areas of the hospitality and tourism industry. Walk out of this class with the skills necessary to get an entry level job in the field and find out what this industry can offer you as you consider your future career options. In addition, the foods and nutrition units of this course provide opportunities for students to develop skills in food preparation techniques, meal planning, consumerism, and nutrition planning. Students will be evaluated through a variety of food labs, hands-on activities, projects, presentations, demonstrations, and lab experiences to demonstrate their understanding of culinary and nutrition concepts.

CS2308Z Culinary II Grades 10, 11, 12 5 credits

This elective course is for students who have taken Culinary Arts and Hospitality I and are interested in pursuing a career in the hospitality field. There will continue to be a focus on the wide range of career and business opportunities available in this field, with a concentration on marketing, planning and research in the hospitality and tourism industry. Students will engage in product development, learn to prepare some recipes in the production method style, and will analyze nutritional content of foods and recipes through the use of technology. Students will be evaluated through a variety of foods labs, hands-on activities, projects, presentations, demonstrations, and lab experiences to demonstrate their understanding of culinary and nutrition concepts

Entry Criteria: Successful completion of Culinary Arts and Hospitality I

CS2309Z Culinary III Grades 11, 12 5 credits

Culinary Arts and Hospitality III is the third level of Culinary Arts and Hospitality at Arlington High School and prepares students for gainful employment and/or entry into post-secondary education in the food production and service industry. Content provides students the opportunity to acquire marketable skills by demonstrating the principles of safety and sanitation, food preparation skills, and advanced culinary skills. Part of this course will

prepare the student to pass the test for ServSafe Certification as a Food Handler. Skills and content will be explored through a variety of hands-on activities, simulations, guest speakers, and field trips. We will also explore a variety of Culinary Arts Programs at the post-secondary level.

Entry Criteria: Successful completion of Culinary Arts and Hospitality I, Culinary Arts and Hospitality II, and teacher approval.

CS2315Z Bake Shop 101 (Semester 1 or 2)

Grades 10, 11, 12

2.5 credits

Do you love baking? Learn the basics and science of preparing while baking a variety of baked goods in our culinary labs. Learn how to "bake your own signature items" by tailoring ingredients to meet your tastes. For those students who are not able to fit in a full-year culinary course, this is a great opportunity to explore the art of baking in a one semester format. This baking course will provide opportunities to learn baking skills, by preparing a variety of baked goods; but will also provide opportunities for personalization and making connections between science and the art of baking. Students will develop a portfolio of their work and achievement of academic standards.

Young Adult Living, Design, and Consumer Education

CS2314Z Cooking Life After High School (Semester 1 or 2) Grades 10, 11, 12

2.5 credits

Do you only know how to cook Ramen and boxed mac and cheese? Is that how you're planning to survive college and your early adulthood? Join this class to learn how to plan, shop for, and cook fun, healthy, and inexpensive meals for you and your friends. Students will discover tips and tricks for surviving on their own. This is a great opportunity to learn how to plan and prepare a variety of foods in our cooking labs, walking field trips, and engaging projects. We will explore food preparation techniques, valuable menu planning skills, recipe resources, and how to personalize recipes for both personal taste and time. Basic Budgeting and financial responsibility will also be explored and practiced. Students will be evaluated through a variety of activities, including cooking in the culinary labs, projects, and will leave class with a personalized cookbook of recipes and information that will be a valuable tool for now and when you live on your own.

CS001 Marketing and Customer Service Experience (Semester 1 or 2)

Grades 10, 11, 12

2.5 credits

Learn more about the role that customer service and marketing play in the success of both large and small businesses. Learn what employers are looking for in good customer service focused employees and marketing to help their business succeed. Practice your new skills, research and market products for our school laboratory store/cafe. This course will be a great introduction for students interested in business, marketing, hospitality, and/or customer service in any industry. Students will rotate working in our school store/cafe, participate in local field trips to examine customer service practices and large and small business marketing strategies to use as a point of reference and to spark ideas for our small school business.

Interior and Fashion Design

Are you creative? Do you have a flair for design? Do you find yourself examining room designs and fashions and thinking of ways you would add your own creative touch? If you do, then <u>Interior Design</u> and <u>Fashion Design</u> are for you. Come explore color theory and the elements and principles of design as they apply to room interiors and fashion. Use your talents and skills to discover the designer in you. These courses are elected in tandem and can be elected for two years, the second year at an advanced level.

Fashion and Interior Design Courses fulfill the Fine Arts graduation requirements.

CS1921Z Interior and Fashion Design I

Grades 9, 10, 11, 12

5 credits

The first half of this course enables students to explore their creativity in the field of Interior Design by focusing on color, the elements and principles of design, room arrangements and floorplanning. Students will gain an appreciation of the design fundamentals that form the foundation for which all design is judged. Opportunities for

using computer aided design software will be available. Students will learn how to manipulate and apply the tools of design in a variety of situations in the home to create beautiful environments through hands-on projects, field trips, and guest speakers. The second half of this course will focus on fashion where students will develop an awareness of the role of clothing, textiles and fashion in our daily lives. They will learn about major fashion designers, how to create mood boards, and what equipment they will need in order to make clothes.-Students will learn how to read a sewing pattern and what shapes of clothes suit certain body types as well as the historical significance of various silhouettes. They will explore the different career paths available to them in the fields of Interior and Fashion Design through field trips, guest speakers. Students will become familiar with the sewing machine through the creation of projects such as pillows, tote bags, and pajamas.

CS2920Z Interior and Fashion Design II

Grades 10, 11, 12

5 credits

Students will apply more advanced design techniques through their study of color theory, trends, and costume and historical design. They will select some of their own creative projects and participate in creative community service assignments. Students will stay up to date on the fashion industry by learning about upcycling, famous designers, and fair industry practices. **Entry Criteria:** Successful completion of CS1920Z Interior and Fashion Design I.

CS1922Z Interior & Fashion III

Grades 11. 12

5 credits

Students will apply more advanced design techniques, building upon the skills they learned in Interior & Fashion I and II. They will create a portfolio, designing a fashion line which will include inspirational research, a mood board, sketching, and selecting fabrics. Students will explore more advanced sewing techniques through their independent projects, as well as study various careers related to fashion, merchandising and design.

Entry Criteria: Successful completion of CS1920Z Interior and Fashion Design I, CS2921Z Interior and Fashion Design II, and Interior Fashion and Design teacher recommendation.

History & Social Studies

In Arlington Public Schools, students engage in the study of history and social studies through student-centered as well as inquiry and project based learning that emphasizes historical thinking skills such as analysis, sourcing, synthesizing, contextualization, and corroboration. Students will also consider history from diverse perspectives and engage in a critical analysis of the past that makes connections to today's society and the choices that individuals/groups/nations make today. As part of their study of history, students will also develop their research, media literacy, reading, and writing skills as well as modeling and cultivating their ability to engage in civil discourse, leading students to be prepared to become active members of the society in which they live.

Required Courses:

All students must take and pass Modern World History and United States History 1 and 2 in order to graduate from Arlington High School. AP US History or AP African American Studies may take the place of United States History 2.

Levels	Advanced Placement	Honors	Curriculum A
Grade		SS1105Z Modern World	SS1110Z Modern World History
9		History - Honors	- Curr. A
Grade		SS2105Z United States	SS2210Z United States History I
10		History I - Honors	- Curr. A
Grade 11	SS4000Z AP US History SS002Z AP African American Studies	SS3106Z US History II - Honors	SS3110Z United States History II - Curr. A

History Requirement - Grade 9

SS1110Z Modern World History - Curriculum A SS1105Z Modern World History - Honors Grade 9
Grade 9

5 credits
5 credits

In this course, students study major historical events that have created and impacted the world in which we live today. Students will begin with a study of key events from the first half of the twentieth century such as World War I, the interwar years, World War II, modern economic systems, globalization, and international organizations. Students will also study units on the modern Middle East, modern Russia, Latin America, and colonization and post-colonization in Africa. We will also incorporate discussions of current events that connect to eras of the past.

History Requirement - Grade 10

SS2210Z United States History 1 - Curriculum A SS2105Z United States History 1 - Honors

Grade 10 Grade 10 5 credits 5 credits

United States History 1 asks students to study the historical foundations of America and make connections to how the U.S. became the country that it is today. This is done in order to help students become more informed citizens of the country they live in. Students will examine Indigenous history, the establishment of race in North America, the 13 Colonies, American Revolution, U.S. Constitution, early American presidencies, the Civil War and Reconstruction. Throughout their study of early U.S. history, students will consider recurring political, social, economic, military, and cultural themes through diverse perspectives.

History Requirement - Grade 11

SS3110Z United States History 2 - Curriculum A SS3106Z United States History 2 - Honors

Grade 11 Grade 11 5 credits 5 credits

In United States History 2, students will study major events and themes in modern American history. Topics include immigration, industrialization and urbanization, American imperialism, Progressivism, World War 1, the Great Depression, World War 2, the Cold War, the Civil Rights Movement, the Vietnam War and contemporary events in U.S. history. Major themes in this course include American foreign policy, government involvement in peoples' lives (domestic policy), protest/change, as well as the experiences of historically marginalized groups in U.S. history.

SS4000Z AP United States History

Grade 11

5 credits

The AP US History course focuses on developing student's understanding of American history from approximately 1491 to the present. The course has students investigate the content of US history for significant events, individuals, developments, and processes in nine historical periods and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places. AP US History is designed to be the equivalent of a two-semester introductory college or university US history course. Students selecting the AP US History course must take the College Board AP US History exam in May in order to receive AP credit for the class. **NOTE: Students choosing to take this AP level course will be responsible for completing a summer assignment and will be assessed within the first week of school.**

SS002Z AP African American Studies

Grade 11

5 credits

The interdisciplinary course includes study in a variety of disciplines—literature, the arts, humanities, political science, geography, and science. This approach will allow students to explore the vital contributions and experiences of African Americans. Students will study topics including the African Diaspora, enslavement and resistance, the practice of freedom, and liberatory movements. AP African American Studies is designed to be the

equivalent of a two-semester introductory college or university African American Studies course. **NOTE: Students** choosing to take this AP level course will be responsible for completing a summer assignment and will be assessed within the first week of school.

History & Social Studies Elective Offerings

Levels	Advanced Placement	Honors	Curriculum A
Grades 10, 11, 12	SS7804Z AP Human Geography (full year)	SS7167Z Psychology and Human Behavior*	SS7167Z Psychology and Human Behavior*
		SS7081Z Race, Class and Gender in Society *	SS7081Z Race, Class and Gender in Society *
Grades 11, 12 ONLY	SS7196Z Economic Ideas and Policy (Dual Enrollment with Syracuse) (Semester) SS7293Z The Economics of Personal Finance (Dual Enrollment with Syracuse) (Semester) SS7802Z AP United States Government and Politics (full	SS7298Z American Law* SS7386Z American Pop Culture* SS7154Z Current Issues: America and the World* SS7295Z Intro to Economics* SS7302Z Introduction to	SS7298Z American Law* SS7386Z American Pop Culture* SS7154Z Current Issues: America and the World* SS7295Z Intro to Economics* SS7302Z Introduction to
	year) SS7000Z AP Psychology (full year) SS002Z AP African American Studies	Personal Finance* SS7390Z Social History Through Sports*	Personal Finance* SS7390Z Social History Through Sports*
Grade 12 ONLY	SS4400Z AP European History (full year)		

^{*} Denotes courses offered as heterogeneous (see page 6).

SS4400Z AP European History

Grade 12

5 credits

Advanced Placement European History is a full-year course focusing on European history from the Renaissance to the present. Coursework includes analysis of historical documents, essay writing, student-centered activities and simulations, and writing document-based questions. This course is designed to prepare students for the Advanced Placement Modern European History Exam by making demands upon them equivalent to that of an introductory college course. Highly motivated, independent learners who have a strong interest in European history should take this course. Students will be required to take the AP Exam in May. **NOTE: Students choosing to take this AP level course will be responsible for completing a summer assignment and will be assessed within the first week of school.**

SS7804Z AP Human Geography

Grades 10, 11, 12

5 credits

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to

examine socio economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012). **NOTE: Students choosing to take this AP level course will be responsible for completing a summer assignment and will be assessed within the first week of school.**

SS7802Z AP United States Government and Politics

Grades 11, 12

5 credits

U.S. Government and Politics is the study of the United States national government's policies, institutions, and foundations. Topics include, constitutional theories forming the basis of government, political beliefs and behaviors, political parties, interest groups, and the mass media, the Congress, presidency, bureaucracy, and Federal court system, public policy, and civil rights and civil liberties. This course gives students an analytical perspective on American government and politics that prepares them to take the AP U.S. Government and Politics exam. The course is a rigorous, intensive, and is taught with college-level texts. Students will be required to take the AP Exam in May. **NOTE: Students choosing to take this AP level course will be responsible for completing a summer assignment and will be assessed within the first week of school.**

SS7000Z AP Psychology

Grades 11, 12

5 credits

Advanced Placement Psychology is a full-year course that is the equivalent to a one-semester introductory college course in psychology. This course will give students a better understanding of why people think and behave as they do. AP Psychology will introduce students to the discipline of psychology as a science, the different theoretical explanations of behavior, contemporary research methods used by psychologists, biological bases of behavior, personality, disorders and therapeutic processes, memory, thinking and learning, developmental and social psychology. Students will be required to take the AP examination in May. **Note: this course may be taken by 11**th grade students in addition to AP US History or US History 2, but not instead of AP US History or US History 2. *NOTE: Students choosing to take this AP level course will be responsible for completing a summer assignment and will be assessed within the first week of school.*

SS7293Z The Economics of Personal Finance SUPA Grades 11, 12 (Semester course) (Syracuse University Dual Enrollment course)

2.5 credits

The world of personal finance can be overwhelming. From credit cards to mortgages and more, Personal Finance is an in- depth explanation of the essential information you need to know to make financially smart decisions for the rest of your life. This detailed Introduction to Personal Finance focuses on the foundations of financial planning—such as setting short-term and long-term financial goals—and then tackles essential aspects of consumer personal finance, including record keeping, budgeting, banking, saving, borrowing, investing, insurance, taxes, and retirement planning. By the end, you will feel more confident about making informed and reasoned financial choices with regard to your professional and personal lives. Your bank account will thank you later. This is a college course offered on-site at Arlington High School through a partnership with Syracuse University. All students taking the one semester class will receive a grade at the AP weight for the course on their Arlington High transcript. Additionally, students may opt to pay a nominal fee for three SU credits. Students on free/reduced lunches can take the course for credit at a greatly reduced fee (See History Department Head Kaitlin Moran). Typically, colleges will accept the Syracuse credits with a grade for transfer credit. **NOTE: Students choosing to take this AP level course will be responsible for completing a summer assignment and will be assessed within the first week of school.**

SS7196Z Economic Ideas and Policy SUPA Grad (Semester course) (Syracuse University Dual Enrollment course)

Grades 11, 12

2.5 credits

Students will undertake an in-depth study of micro and macroeconomics. In microeconomics, students will analyze why people make choices, the market coordination that occurs due to individual choices, market issues that arise due to individual choices, and the potential need for government involvement in the economy. With this foundation in place, the students will examine macroeconomics, in which they will consider the potential options the government may use to intervene in the market. Finally, the students will partake in a global study in which they learn the potential positives and negatives of free trade. This is a college course offered on-site at Arlington High School through a partnership with Syracuse University. All students taking the one semester class will receive a grade at the AP weight for the course on their Arlington High transcript. Additionally, students may opt to

pay a nominal fee for three SU credits. Students on free/reduced lunches can take the course for credit at a greatly reduced fee (See Department Head Kaitlin Moran). Typically, colleges will accept the Syracuse credits with a grade for transfer credit.

SS7298Z American Law (Semester course)

Grades 11, 12

2.5 credits

This course examines criminal, civil, and constitutional law. Major emphasis is placed upon understanding one's legal rights and responsibilities both inside and outside of school. The specialized areas of criminal justice and the court system receive considerable attention and provide students with a general knowledge of their rights and civic duties. Debate, discussion and mock trials will be heavily utilized to examine current legal issues and important court cases. Topics include homicide, conflict resolution, search and seizure, race and gender discrimination, and property crimes. *Students have the option of earning Honors Credit through more challenging research and project work.

SS7386Z American Popular Culture (Semester course) Grades 11, 12

2.5 credits

What does popular mean? How does someone or something become popular? Students in this course will examine these questions in the context of American culture. We are surrounded by popular culture and it influences how we think, feel, and live. Students will use a variety of cultural products, such as music, movies, television shows, sports, fashion trends, comic books, magazines, and social networks, to explore what has defined American popular culture over time and the role that popular culture plays in their lives today. Students will complete reviews on different types of media, projects, short essays and reflections, as well as research on elements of pop culture. *Students have the option of earning Honors Credit through more challenging research and project work.

SS7154Z Current Issues: America & the World (Semester course)

Grades 11. 12

2.5 credits

Students will study important problems facing the global community and will conduct in-depth research and analysis of these topics. Half of the course will focus on domestic issues, such as, U.S. Gun Policy/Gun Control, National Politics, Criminal Justice Reform, Income/Wealth Inequality, among others. The other half of the course will be devoted to foreign issues, with primary focus being on U.S. regional foreign policy. Classroom activities will include class discussions, collaborative activities, individual projects, and Skype sessions with experts in key areas being studied. Assessments will take the form of writing assignments, which include formal papers and opinion pieces, as well as projects. *Students have the option of earning Honors Credit through more challenging research and project work.

SS7081Z Race, Class and Gender in Society

Grades 10, 11,12

5 credits

This interdisciplinary course examines complex issues of identity that reveal the diversity of experiences in the United States. The course studies issues such as race, gender, sexuality, socioeconomic status, and other interrelated issues with a social justice lens. For example, how does poverty impact one's ability to access education, health care and jobs? The course delves deeply into the history of movements for equality while focusing on current issues affecting various communities. Students will engage with historical and contemporary perspectives, analyzing the impact of these factors on identity and inequality. Classes are run on a discussion model, using video clips, newspaper and magazine articles, films and scholarly works to acquaint students with the skills needed to have challenging conversations about difficult topics of identity, with an eye toward finding solutions that celebrate our differences and enhance equity. The course encourages critical thinking and open dialogue, providing a comprehensive framework for understanding the complexities of these interrelated aspects of human society. Methods include journal, guided discussion, and circle discussions. *Students have the option of earning Honors Credit through more challenging research and project work.

SS7295Z Introduction to Economics (Semester course) Grades 11, 12

2.5 credits

Through the use of simulations and activities, students will be given the economic tools needed for life as a consumer and citizen. In this class, students will learn the basic fundamentals of how capitalism and markets work. As a case study of markets and to start building a foundation in investing, students will engage in the study of the stock and bond markets. There is also a personal finance unit in which students will learn the tools needed

to make informed financial decisions. Students will also engage in the study of macroeconomics to learn concepts needed for citizenship. This will include an in depth analysis of the US budget and tax code. Furthermore the students will learn about the causes of inflation and unemployment and what, if anything, the Federal Reserve, Congress, and the President could do to manage these economic situations. The primary goals of this course are to foster basic economic literacy and thinking skills that will enable students to think critically and to make informed personal and public decisions. *Students have the option of earning Honors Credit through more challenging research and project work.

SS7302Z Introduction to Personal Finance (Semester course)

Grades 11, 12

2.5 credits

This class is designed to give students the tools needed to successfully manage their personal finances by learning basic financial concepts and research skills. Students will learn about the pressures to spend and how to avoid spending haphazardly by making financial statements which includes budgets. They will investigate credit, so they can know how to have a high credit score while limiting bad debt. In addition students will learn how to navigate major purchases like college, housing, and automobiles while protecting themselves from economic peril by learning about insurance. Finally the students will also engage in an in depth study of saving and investing. *Students have the option of earning Honors Credit through more challenging research and project work.

SS7167Z Psychology & Human Behavior (Semester course)

Grades 10, 11, 12

2.5 credits

This class pulls together the most important and applicable concepts from the fields of psychology, neuroscience, behavioral economics, and evolutionary biology. Students will walk away with practical knowledge they can use in their own lives. In the past few decades, we have learned a huge amount about the human mind. So many vital things in life — the way we behave, the way we organize ourselves, our attitudes and beliefs, our ability to solve hard problems — are connected to it. The more we understand about these concepts, the more we can become authors of our own lives. *Students have the option of earning Honors Credit through more challenging research and project work.

SS7390Z Social History Through Sports (Semester course)

Grades 11, 12

2.5 credits

Students will examine historical social issues such as race, gender, political unrest, war, and religion through the lens of sports. The course will utilize a case study approach to give students a detailed sense of the historical time period, the social issue, its relationship to a specific sport, and the legacy of the social issue/sport that continues through today. The methodology and approach of the course will include large amounts of discussions, reflective writing, and creative projects based on several multimedia resources such as documentaries and films, as well as historical readings and resources. Some topics will include Muhammad Ali and Malcolm X, gender equality in sports, the O.J. Simpson trial, and an examination of Boston sports racial history, and many more. By the end of the course, students will see sports beyond fandom, competition, and athletic skill; rather they will understand how sports have functioned as both a reflection of social issues, but also a vehicle to move them forward.*Students have the option of earning Honors Credit through more challenging research and project work.

Mathematics & Computer Science

The course sequences in the chart below represent the **traditional progression** at each level. While students may take courses in any grade, they must follow the math course sequence. For example, a student may take Algebra I as a senior or Calculus as a sophomore, depending upon preparation. However, **students must study Algebra I, Geometry, and Algebra II, or their equivalent, before advancing to other math courses in the sequence**. For alternative progress through the sequence ahead of the schedule outlined here, see <u>Pathways to Calculus and AP Physics C</u>. Please check the requirements for each course. Please note the courses listed under "Electives" do not satisfy the mathematics graduation requirements.

Levels	Advanced Placement	Honors	Curriculum A	Curriculum B
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Grade 9		MA1105Z Geometry	MA1215Z Algebra I MA2215Z Geometry	MA1210Z Pre-Algebra
Grade 10		MA1105Z Geometry MA2105Z Algebra II	MA2215Z Geometry MA3215Z Algebra II	
Grade 11	MA4100Z AP Statistics	MA3215Z Algebra II MA3110Z Precalculus MA3105Z Precalculus for BC	MA3215Z Algebra II MA4125Z Statistics MA4315Z Quantitative Reasoning	
Grade 12	MA4010Z AP Calculus AB MA4005Z AP Calculus BC MA4100Z AP Statistics	MA3110Z Precalculus MA3105Z Precalculus for BC MA4105Z Calculus	MA4125Z Statistics MA4315Z Quantitative Reasoning	
Grades 11, 12		MA5002Z Linear Algebra MA5003Z Introduction to Number Theory		

Pre-Algebra

MA1210Z Pre-Algebra - Curriculum B

Grades 9, 10, 11, 12

5 credits

Pre-Algebra Curriculum B focuses on four critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) developing an understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three- dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Students extend their understanding of ratios and develop an understanding of proportionality to solve single- and multi-step problems. Students use their knowledge of ratios and proportionality to solve various percent problems, including discounts, interest, taxes, tips, and percent increase or decrease. Students solve problems about scale drawings by relating corresponding lengths between the objects or using the fact that relationships of lengths within an object are preserved in similarity. Students graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line, called the slope. They distinguish proportional relationships from other relationships.

All students will engage in mathematical practices such as reasoning abstractly and quantitatively, looking for and expressing regularity in repeated reasoning, and looking for and making use of structure.

Suggested Entry Criteria: Understand basic arithmetic

Next Course: Algebra I Curriculum A

Algebra I

MAXXXXZ Algebra I - Curriculum A

Grades 9, 10, 11, 12

5 credits

Algebra I Curriculum A is the first course in a college preparatory sequence. This course addresses the standards of the current state framework with significant emphasis on the Algebra domain and the Functions domain. Students will investigate patterns, relations, and functions, simplify polynomials, and solve linear and quadratic equations, inequalities, and systems of equations. Students will also study powers and roots following the Number and Quantity domain standards. Content areas including scatter plot, line of best fit, and basic counting principles, connect to the Statistics and Probability domain. The Geometry domain is addressed in work done in the coordinate plane.

Suggested Entry Criteria: Understand Math 8 or equivalent concepts and skills

Next Course: Geometry Curriculum A or Geometry Honors

Geometry

MA1105Z Geometry - Honors

Grades 9, 10

5 credits

Geometry Honors is the second course in a college preparatory sequence. This honors course addresses the requirements of the current state framework, with significant emphasis on the Geometry domain. Major content areas from this domain include the study of angles, polygons, polyhedrons, and circles, recognizing and applying properties of similarity and congruence, calculating measurements, and demonstrating and applying transformations. Students will also identify and apply trigonometric ratios and the Pythagorean theorem. The Statistics and Probability domain is addressed as students determine sample spaces using counting principles to find probability. The students demonstrate higher-order thinking skills in solving non-routine problems, discovering and writing inductive, deductive, indirect, and coordinate proofs. In addition, students will be invited to participate in the competitive American Mathematics Competition Exam.

May be taken concurrently with Algebra II.

Entry Criteria: Successful compilation of Algebra I

Next course: Algebra II Honors or Algebra II Curriculum A

MA2215Z Geometry - Curriculum A

Grades 9, 10, 11, 12

5 credits

Geometry Curriculum A is the second course in a college preparatory sequence. This course addresses the requirements of the current state framework with significant emphasis on the Geometry domain. In the content standards of this domain, students study a full geometry curriculum. Major content areas include the study of lines, angles, polygons, circles, and congruence and similarity relationships. Students apply area and volume formulas to solve problems and use inductive and deductive reasoning to justify conclusions. Students will also work in the coordinate plane with transformations, distance and midpoint formulas, and parallel and perpendicular lines. The Number and Quantity domain is addressed as students work with powers and roots and use estimation in problem-solving. Students use sample spaces to find simple probabilities consistent with the Statistics and Probability domain standards.

May be taken concurrently with Algebra II.

Entry Criteria: Successful completion of Algebra I

Next course: Algebra II Honors or Algebra II Curriculum A

Algebra II

MAXXXXZ Algebra II - Honors

Grades 10, 11, 12

5 credits

Algebra II Honors is the third course in a college preparatory sequence. Students demonstrate higher-order thinking skills by applying concepts to challenging and real-world problems. This honors course addresses the current state framework, emphasizing the Algebra and Functions domains. Consistent with the content standards of these domains, students expand their knowledge of functions to include exponential, logarithmic, trigonometric,

and polynomial functions using discrete and recursive models. They will develop their understanding of equation solving to incorporate multiple methods of solving quadratics, linear systems in three variables, and linear programming problems. The Number and Quantity domain is addressed as students study complex numbers and finite graphs, extend the real number system to rational exponents and study its structure and properties. Students work in the coordinate plane exploring quadratic relationships as they address the standards of the Geometry domain. The Statistics and Probability domain standards are addressed as students interpret data to find a model to fit the data. In addition, students will be invited to participate in the competitive American Mathematics Competition Exam. A TI-83+or TI-84 graphing calculator or equivalent is required.

May be taken concurrently with Geometry.

Entry Criteria: Successful completion of Algebra 1. Course is in a sequence following Geometry.

Next course: Precalculus Honors (or for BC), AP Statistics, or Statistics Curriculum A

MAXXXXZ Algebra II - Curriculum A

Grades 10, 11, 12

5 credits

Algebra II Curriculum A is the third course in a college preparatory sequence that further develops and strengthens the concepts and skills of Algebra I and extends these concepts and skills into the traditional topics of Algebra II. The course is aligned with the current state framework and primarily focuses on the Algebra domain and the Functions domain. The topics emphasized include linear, quadratic, and exponential functions, graphs, inequalities, polynomials, trigonometry, logarithms, systems of equations, graph translations, radicals, and an introduction to complex numbers. Students apply their knowledge in problem-solving applications. Technology is integrated into the course to support problem-solving. A TI-83+ or TI-84 graphing calculator or equivalent is highly recommended.

May be taken concurrently with Geometry.

Entry Criteria: Successful completion of Algebra 1. Course is in a sequence following Geometry.

Next Course: Precalculus Honors, AP Statistics, or Statistics Curriculum A

Precalculus

MAXXXXZ Precalculus for BC - Honors

Grades 11, 12

5 credits

Precalculus for BC is a prerequisite course for AP Calculus BC. Precalculus for BC is a rigorous course focusing on mathematical relations and their graphs, inverses, and applications. Topics studied include polynomial, trigonometric, exponential and logarithmic functions, matrices, polar coordinates, complex numbers, sequences, series, and conics (and as time permits, combinations, permutations, probability and statistics.) The course is designed to emphasize theory and mathematical structure. Students will be invited to participate in the competitive American Mathematics Competition Exam. Students will be prepared to take the SAT II, Math Level 2 College Board Achievement exam in June. A TI-83+ or TI-84 graphing calculator or equivalent is required.

Entry Criteria: Successful completion of Algebra II. Suggest mastery of the standards of Algebra II Honors. **Next Courses:** AP Calculus BC, AP Calculus AB, Calculus Honors, AP Statistics, or Statistics Curriculum A

MAXXXXZ Precalculus - Honors

Grades 11, 12

5 credits

Precalculus Honors is a prerequisite course for Calculus Honors and AP Calculus AB. Precalculus Curriculum A addresses much of the same topics as Precalculus Honors at a modified level of rigor. Topics studied include polynomial, trigonometric functions including their graphs, inverses, and identities, exponential and logarithmic functions, complex numbers, and an introduction to vectors. A TI-83+ or TI-84 graphing calculator or equivalent is highly recommended.

Entry Criteria: Successful completion of Algebra II.

Next Course: AP Calculus AB, Calculus Honors, AP Statistics, or Statistics Curriculum A

Calculus

MA4005Z AP Calculus BC

Grade 12

5 credits

Calculus BC covers the BC syllabus set by the College Board as preparation for the Advanced Placement Test in Calculus. Calculus BC covers all of the topics in Calculus AB, additional material in differential equations,

approximation using infinite series, and a more advanced level of rigor. Calculus BC represents college-level mathematics for which most colleges grant advanced placement or credit. Most colleges and universities offer a sequence of several courses in calculus, and entering students are placed within this sequence according to the extent of their preparation. The content of Calculus BC is designed to allow students to receive credit for and placement beyond one full year of calculus at many colleges; however, college credit and placement decisions are made by individual colleges, based primarily on the student's score on the AP Calculus (BC) exam. Students are required to take the Advanced Placement Exam at the BC level (cost approx. \$115) in May. In addition, students will be invited to participate in the competitive American Mathematics Competition Exam. A TI-83+ or TI-84 graphing calculator or equivalent is required.

Entry Criteria: Successful completion of Precalculus. Suggest mastery of Precalculus for BC. Contact the department head with questions about alternate pathways.

MA4010Z AP Calculus AB Grade 12 5 credits

Calculus AB covers the AB syllabus set by the College Board as preparation for the Advanced Placement Test in Calculus. The content topics of this course include limits, continuity, derivatives; graph characteristics of a function and its first and second derivative equations, applications of derivatives, anti-differentiation, integrals, applications of integrals, and the fundamental theorem of calculus. Calculus AB represents college-level mathematics for which most colleges grant advanced placement or credit. Most colleges and universities offer a sequence of several courses in calculus, and entering students are placed within this sequence according to the extent of their preparation. The content of Calculus AB is designed to allow students to receive credit for and placement beyond one semester of calculus at many colleges; however, college credit and placement decisions are made by individual colleges, based primarily on the student's score on the AP Calculus (AB) exam. Students are required to take the Advanced Placement Exam at the AB level (cost approx. \$115) in May. In addition, students will be invited to participate in the competitive American Mathematics Competition Exam. A TI-83+ or TI-84 graphing calculator or equivalent is required.

Entry Criteria: Successful completion of Precalculus.

Contact the department head with questions about alternate pathways.

MA4105Z Calculus - Honors

Grade 12

5 credits

Calculus Honors completes the advanced sequence, emphasizing functions, derivatives, and antiderivatives. Students are introduced to the fundamental topics in calculus, including limits, simple derivatives, and their applications to functions and problem-solving. Applications of the derivative and integral are introduced throughout the course. A TI-83+ or TI-84 graphing calculator or equivalent is highly recommended.

Entry Criteria: Successful completion of Precalculus.

Contact the department head with questions about alternate pathways.

Statistics and Quantitative Reasoning

MA4100Z AP Statistics Grades 11, 12 5 credits

AP Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

- Exploring Data: Describing patterns and departures from patterns
- Sampling and Experimentation: Planning and conducting a study
- Anticipating Patterns: Exploring random phenomena using probability and simulation
- Statistical Inference: Estimating population parameters and testing hypotheses

The content of AP Statistics is designed to allow students to receive credit for and placement beyond one semester of introductory statistics at many colleges; however, college credit and placement decisions are made by individual colleges, based primarily on the student's score on the AP Statistics exam. Students are required to take the Advanced Placement Exam in Statistics (cost approx. \$115) in May. A TI-83+ or TI-84 graphing calculator or equivalent is required.

Entry Criteria: Successful completion of Algebra II.

MA4125Z Statistics - Curriculum A

Grades 11, 12

5 credits

Statistics A is an introduction to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The level of rigor is reduced from that of the AP Statistics course. Students are exposed to three themes:

- Exploring Data: Describing patterns and departures from patterns
- Anticipating Patterns: Exploring random phenomena using probability and simulation
- Statistical Inference: Estimating population parameters and testing hypotheses

A TI-83+ or TI-84 graphing calculator or equivalent is highly recommended.

Entry Criteria: Successful completion of Algebra II.

MA4315Z Quantitative Reasoning - Curriculum A

Grades 11. 12

5 credits

Quantitative Reasoning A is a modified mathematics course that follows Algebra I, Geometry, and Algebra II. The course emphasizes probability, statistics and financial applications. It prepares students to use algebra, geometry, recursively defined functions, and discrete mathematics to model a range of situations and solve problems. **The TI-83+ or TI-84 graphing calculator or equivalent is highly recommended.**

Suggested Entry Criteria: Understand the concepts and skills of Algebra II

Math Electives Beyond Algebra II

MA5002Z Linear Algebra - Honors

Grades 11. 12

2.5 credits

Linear algebra is the study of linear systems of equations, vector spaces, and linear transformations. Solving systems of linear equations is an essential tool of many mathematical procedures used for solving problems in science and engineering. This class will concentrate on linear algebra's mathematical theory and methods. The student will become competent in solving linear equations, performing matrix algebra, calculating determinants, and finding eigenvalues and eigenvectors. On the theoretical side, the student will understand a matrix as a linear transformation relative to a basis of a vector space.

Entry Criteria: Successful completion of Algebra II.

MA5003Z Introduction to Number Theory - Honors

Grades 11, 12

2.5 credits

This is an introductory course in Number Theory for students interested in mathematics. The course begins with the basic notions of integers and sequences, divisibility, and mathematical induction. It also covers standard topics such as Prime Numbers, the Fundamental Theorem of Arithmetic, the Euclidean Algorithm, the Diophantine Equations, Congruence Equations and their Applications (e.g., Fermat's Little Theorem); Multiplicative Functions (e.g., Euler's Phi Function); Application to Encryption and Decryption of Text.

Entry Criteria: Successful completion of Algebra II.

Project-Based Electives

The following electives are offered within the Mathematics Department. While presented as listings in the Mathematics Department, these electives do not satisfy mathematics graduation requirements.

Levels	Advanced Placement	Honors	Curriculum A
Grade 9		MA7414Z Honors Computer Science Principles	MA7419Z Computer Science Discoveries MA7416Z Introduction to Data Science #

Grade 10	MA7415Z AP Computer Science Principles MA7411Z AP Computer Science A	MA7414Z Honors Computer Science Principles MA7420Z Video Game Development # MA7425Z SUPA Cyber Security # MA7424Z Artificial Intelligence (A.I.) with Python MA7518Z JavaScript and Web Development # MA7427Z Projects in Computer Science #	MA7419Z Computer Science Discoveries MA7416Z Introduction to Data Science #
Grade 11	MA7415Z AP Computer Science Principles MA7411Z AP Computer Science A	MA7414Z Honors Computer Science Principles MA7420Z Video Game Development* MA7425Z SUPA Cyber Security # MA7424Z Artificial Intelligence (A.I.) with Python MA7518Z JavaScript and Web Development* MA7427Z Projects in Computer Science #	MA7419Z Computer Science Discoveries MA7416Z Introduction to Data Science #
Grade 12	MA7415Z AP Computer Science Principles MA7411Z AP Computer Science A	MA7414Z Honors Computer Science Principles MA7420Z Video Game Development # MA7425Z SUPA Cyber Security # MA7424Z Artificial Intelligence (A.I.) with Python MA7518Z JavaScript and Web Development # MA7427Z Projects in Computer Science #	MA7419Z Computer Science Discoveries MA7416Z Introduction to Data Science #

[#] Please note these courses are offered at 2.5 credits

Computer Science

MA7419Z Computer Science Discoveries - Curriculum A Grades 9, 10, 11, 12 5 credits What is computer science? Computer Science Discoveries (CS Discoveries) is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem-solving, and fun. Suggested Entry Criteria: There are no prerequisites for this course.

MA7414Z Honors Computer Science Principles

Grades 9, 10, 11, 12

5 credits

Honors Computer Science Principles allows students to use programming, computational thinking, and data analytics to create digital artifacts and documents representing design and analysis in areas including the Internet and algorithms. Students will also explore the impact on science, business, and society. And finally, students will use computational tools and techniques, including abstraction, modeling, and simulation, to collaborate in solving problems that connect computation to their lives. **Suggested Entry Criteria:** Open to students who complete Computer Science Discoveries or equivalent.

MA7415Z AP Computer Science Principles

Grades 10, 11, 12

5 credits

AP Computer Science Principles allows students to use programming, computational thinking, and data analytics to create digital artifacts and documents representing design and analysis in areas including the Internet, algorithms. Students will also explore the impact on science, business, and society. And finally, students will use computational tools and techniques, including abstraction, modeling, and simulation, to collaborate in solving problems that connect computation to their lives. **Suggested Entry Criteria:** Open to students who complete Computer Science Discoveries or equivalent.

MA7410Z AP Computer Science A

Grades 10, 11, 12

5 credits

The Advanced Placement Program offers a course and exam in introductory computer science. The course emphasizes object-oriented programming methodology concentrating on problem-solving and algorithm development. It is meant to be equivalent to a first-semester college-level computer science course. It also includes the study of data structures, design, and abstraction. The goals of the AP Computer Science A course are comparable to those in the introductory course for computer science majors offered in college and university computer science departments. **Suggested Entry Criteria:** Successful completion of Computer Science Principles.

MA7420Z Video Game Development - Honors

Grades 10, 11, 12

2.5 credits

Learn to program and have fun doing it. We will use the Java programming language to develop video games and simulations. This course will feature several independent projects and is appropriate for students just starting to learn how to program and for students who already have experience and want to hone their skills on projects of their choice. Students will work independently and in groups to create their projects. Computers and online tools will be provided for all students, but the environment that we will be using is available for use at home as well. **Suggested Entry Criteria:** Open to students that either complete Computer Science Principles or have experience with the basics of computer programming.

MA7425Z SUPA Cyber Security - Honors

Grades 10, 11, 12

2.5 credits

Introduction to Information Security is intended to teach fundamental elements in information security and introduce the key areas of security challenges, countermeasures, and real-life examples. The course will focus on a comprehensive understanding of information security rather than a specific security area. Topics include security properties, vulnerabilities, cryptography, security policies, access control, authentication, firewalls, wireless security, Internet security protocols, security management, security evaluation, and case studies. Students will also have hands-on experiences in information security through customized online labs.

Suggested Entry Criteria: Open to students that either complete Computer Science Principles or have experience with the essentials of computer programming. It is a college level course that is considered above AP level of difficulty.

MA7424Z Artificial Intelligence with Python - Honors

Grades 10, 11, 12

2.5 credits

Learn one of the computer languages voted most fun to learn and use. It's also one of the languages that many college computer science departments use in their introductory course. We will learn the basics of this scripting language, explore artificial intelligence and have time to explore other high-level concepts as driven by student projects. Students will work independently and in groups to create their projects. Computers and online tools will be provided for all students. Still, the environment we will be using is also available for use at home.

Suggested Entry Criteria: Open to students that either complete Computer Science Principles or have experience with the basics of computer programming.

MA7518Z JavaScript and Web Development - Honors

Grades 10, 11, 12

2.5 credits

Learn to make websites come alive with interactive components. This course will focus on individual students creating interactive websites. Create your own in-browser games, simulations, and informational websites. The course will introduce the students to various computer science topics, including HTML, CSS, and JavaScript. We will develop full websites and JavaScript-enabled elements within them. Class is designed to let students combine their interests in computer science and other endeavors to create projects that expand both. Computers and online tools will be provided for all students. Still, the environment we will be using is available for use at home. Suggested Entry Criteria: Open to students that either complete Computer Science Principles or have experience with the basics of computer programming.

MA7427Z Projects in Computer Science - Honors

Grades 10, 11, 12

2.5 credits

Develop and implement a project of your own design! In this class, we will start by engaging with our questions about the world and technology. We will then work together as a class and in small groups to bring a tangible solution to life. We will develop projects from the ground up and engage with our community to attempt to tackle problems that matter. Students will build their skills in research, interview, teamwork, presentation, design, coding, and more. This course is designed for students with no programming experience to advanced students who want to further their computer science and project development skills through in-depth projects. Computers and online tools will be provided for all students in class.

MA7416Z Introduction to Data Science

Grades 10, 11, 12

2.5 credits

This introductory course introduces students to the field of data science. Students will learn how to leverage programming and statistics skills to visualize and understand data. We will also study ethics and bias in the field. Students will also get the chance to work on projects that allow them to draw insights using a data set of their choice. **Suggested Entry Criteria:** Some programming experience recommended

AC032Z Design, Engineering & Fabrication I - Honors

Grades 9, 10, 11, 12

2.5 credits

This class uses the full suite of AHS Makerspace resources to introduce students to the habits of mind and technical skills they will need to engage in engineering based problem solving, design and fabrication. Students will learn the basics of Computer Aided Drafting and Design (CADD) using software such as AutoCAD, Fusion 360, and SolidWorks. There will also be in depth instruction in woodworking, steel fabrication, and construction methods using 3D printers, laser cutters, and CNC machines. Principles of engineering will be embedded in hands-on design challenges and project work. *This course can be taken for either Science or Visual Arts credit.* **Prerequisites:** None

AC033Z Design, Engineering & Fabrication II - Honors Grades 10, 11, 12

2.5 credits

This course builds on the skills and habits of mind learned in Design, Engineering and Fabrication I. Students will deepen their technical knowledge in woodworking, steel fabrication, and "clean room" fabrication (3D printers, laser cutters, and CNC machines), as well as CADD softwares (AutoCAD, Fusion 360, and SolidWorks, Blender, etc.). At the same time students will be given ample space and support to work independently and in collaboration with peers to develop and fulfill their own unique creative vision. *This course can be taken for either Science or Visual Arts credit.* **Prerequisites:** Design, Engineering & Fabrication I

AC034Z Design, Engineering & Fabrication III- Honors Grades 10, 11, 12 2.5 or 5.0 credits In this course architects and engineers come together to collaborate and inspire each other. While there will still be technical instruction in a variety of design and fabrication methods, the majority of the course will be devoted to coaching students through the completion of their own independent projects. **Prerequisites:** CADD I, Design, Engineering & Fabrication II, Architecture II or portfolio review and permission of Visual Arts Director

AC035Z Design, Engineering & Fabrication IV- Honors Grades 10, 11, 12 2.5 or 5.0 credits D.E.F. IV gives students doing advanced work the opportunity to more fully commit to the realization of their own unique creative vision. Most work will be done independently by individuals and groups of students, with makerspace teachers providing coaching and support to help them achieve their goals. **Prerequisites:** Design,

Engineering & Fabrication III, or completion of CADD III or IV or portfolio review and permission of Visual Arts Director.

Performing Arts

The Performing Arts program at Arlington High School provides a variety of high quality music and drama courses in which students will build a foundation for life-long contribution to the cultural enlightenment of the community. Through the performing arts, students express ideas and emotions that they cannot express in language alone and develop an understanding of the historical and cultural contexts of the arts. Students are encouraged to pursue sequential studies in the performing arts in order to create, perform, and respond to art. All courses are offered at the Honors level and full-year classes fulfill the Fine Arts graduation requirement.

PERFORMING ARTS

	Instrumental	Chorus	Music Tech	Drama
Grade 9	PA7205Z Honors Symphonic Band PA7026Z Symphonic Band (biweekly/year-long) PA7210Z String Orchestra Honors PA7111Z String Orchestra (biweekly/year-long) PA00035Z "Sinfonietta" An Advanced Instrumental Ensemble* Honors PA7220Z Jazz Band #	PA7228Z Concert Choir PA7231Z Concert Choir (biweekly) Honors PA7125Z Madrigal Singers #	PA8200Z Music Technology (year-long) PA8206Z Music Production Honors (Fall and Spring Semester) PA00036Z Rock Band (Fall Semester) PA00037Z Rock Band (Spring Semester) PA8205Z Multimedia Production Honors	PA1251Z Drama and Improv-Honors (Fall and Spring Semester) PA00032Z PlayWriting and Directing Honors (Fall Semester) PA8205Z Play Production # (either Fall and Spring Semester) PA00013Z Set Design Honors
Grades 10, 11, 12	PA7205Z Symphonic Band PA7026Z Symphonic Band (biweekly/year-long) PA7210Z String Orchestra PA7111Z String Orchestra (biweekly/year-long)	PA7223Z Chorale PA2232Z Chorale (biweekly) PA7125Z Madrigal Singers #	PA8200Z Music Technology (year long) PA8206Z Music Production (Fall and Spring Semester) PA8207Z Advanced Music Production (Fall and Spring Semester) PA8205Z Multimedia Production PA0007Z Digital Music Portfolio I (Semester)	PA1253Z Play Production # (Fall and Spring Semester) PA1252Z Advanced Drama and Improv Honors PA1254Z PlayWriting and Directing (Fall Semester) PA4141Z Classic American Film (Semester) PA4142Z Modern American Film (Semester)

PA00035Z "Sinfonietta" An Advanced Instrumental Ensemble #	PA0008Z Digital Music Portfolio II (Semester) PA00036Z Rock Band (Fall Semester)	PA4143Z Global Film Comedies: The International Convergence of Humor, Culture, and History (Semester)
PA7220Z Jazz Band #	PA00037Z Rock Band (Spring Semester)	

[#] Students must try out for this course. See Performing Arts Director for details

PA1251Z Drama and Improv Honors

Grade 9

2.5 credits

Foundations of Drama and Improv is an introductory course that approaches the study of drama through encounters with acting, improvisation, storytelling, playwriting, design, and dramatic literature. Beginning with the study of Oral Interpretation of Literature and continuing with character development, students will present scenes, monologues, and short original pieces to their peers. Emphasis will be placed on the physical work of an actor. Theatre history and play construction. The course is an introduction to drama and is meant as a survey course preparing you for more in-depth study in the future.

This course aligns with Massachusetts arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework.

PA1252Z Advanced Drama and Improv Honors

Grades 10, 11, 12

2.5 credits

This course is designed for experienced drama students who are ready to deepen their understanding of the theatrical arts through advanced study and practice. Students will explore performance techniques and playwriting while developing their artistic voices and honing their collaborative skills. The curriculum includes intensive scene work, monologue study, character development, and the physical work of an actor, using methodologies from Uta Hagen, Practical Aesthetics, and other influential acting approaches.

Students will also engage in script analysis and develop original short plays, fostering creativity and storytelling skills. Special attention will be given to ensemble work, as students learn to build trust and cohesion within a cast. In addition, students will study theatre history, exploring significant movements, playwrights, and productions that have shaped the art form. This advanced course requires commitment, discipline, and a willingness to take artistic risks. Open to upper-level students with prior drama experience or by instructor approval.

This course aligns with Massachusetts arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework.

PA1254Z Playwriting and Directing Honors

Grades 9, 10, 11, 12

2.5 credits

In Play Writing and Directing, we will combine the art of crafting original plays with the fundamentals of directing. This dynamic course is perfect for students with a passion for both writing and directing, offering a comprehensive exploration of the collaborative and creative aspects of theater production. Course work will focus on directing and playwriting. Topics will include blocking, staging, working with actors, and interpreting scripts. Students will gain insights into the director's role in shaping the overall vision of a production. Students will grasp the essential elements of play structure, character development, and dialogue. Through various exercises and workshops, they will refine their skills in creating captivating scenes and compelling narratives.

The course will culminate in the rehearsal and performance of selected student-directed plays, providing aspiring directors with hands-on experience in bringing scripts to life on the stage. This collaborative effort will showcase the integration of playwriting and directing skills in a live performance setting.

This course aligns with Massachusetts arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework.

PA1253Z Play Production (One Semester) Honors

Grade 9, 10, 11, 12

2.5 Credits

Required Entry Criteria: Audition

In *Play Production*, students will step into the roles of a small theatre company and experience the full scope of creating a theatrical event. From initial concept to final curtain call, students will engage in all aspects of theatre production, including producing, budgeting, scheduling, acting, directing, stage management, house management, design, educational outreach, and technical crew work. This course provides a hands-on opportunity to apply skills and knowledge gained in prior drama classes, offering a deeper understanding of the collaborative nature of theatre.

Given the class size, students will take on multiple roles across different theatrical departments, gaining versatility and insight into the interconnected roles of a production team. The course will culminate in a fully mounted public performance, serving as the final assessment and providing students with the rewarding experience of presenting their collective work to a live audience.

This immersive and practical course is ideal for students who are ready to expand their understanding of theatre arts, develop strong teamwork and problem-solving skills, and bring a production from page to stage. This course aligns with Massachusetts arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework.

PA4141Z Classic American Film

Grades 10, 11, 12

2.5 credits

This course is an introduction to film history covering the period 1915-1940s. Students will study how film reflects the major artistic and cultural developments in motion picture history of this era. Topics will include the invention of motion pictures, the establishment of a film industry and the studio system, and developments in the use of cinematic technique. Films explored will include *Modern Times*, *Citizen Kane*, and *Casablanca* (among others). In addition, each student will be required to complete an independent review of a film of critical substance from the list of suggestions or of a substantive film of his/her choice subject to teacher approval. The course is based on the belief that strong connections can be made between language arts and media, between composing and film making, between literature and narrative film, between reader and viewer response, and between literary and film criticism. This is a one Semester class that fulfills 1/2 the credits of the fine arts requirement for graduation.

PA4142Z Modern American Film

Grades 10, 11, 12

2.5 credits

This course is an introduction to film history covering the period 1940s-1990s. Students will study how film reflects the major artistic and cultural developments in motion picture history. Topics will include the idea of film as art, the development of a particularly American acting style. The historical and political movements that produce specific works of art will be explored. Films explored will be *Rear Window*, *On the Waterfront* and *The Graduate* (among others). In addition, each student will be required to complete an independent review of a film of critical substance from the list of suggestions or of a substantive film of his/her choice subject to teacher approval. The course is based on the belief that strong connections can be made between language arts and media, between composing and film making, between literature and narrative film, between reader and viewer response, and between literary and film criticism. This is a one Semester class that fulfills 1/2 the credits of the fine arts requirement for graduation. (Classic American Film is **NOT** a prerequisite for this course.)

PA4143Z Global Film Comedies:

Grades 10, 11, 12

2.5 credits

The International Convergence of Humor, Culture, and History

This course explores the universality of comedy as represented in the study of a diverse world cinema. We will delve into how comedic films reflect beliefs, values, and traditions of various global experiences. What is considered funny in Europe, Africa, and Asia reveals significant differences and embraces the common bonds we all have.

PA8208Z Set Design Honors

Grades 9, 10, 11, 12

5 credits

Mural Painting and Set Design gives students the chance to work collaboratively to paint murals for public display and create sets for Arlington High School theater productions. The class will explore the history of mural art and its roots in social justice, as well as the history of set design and painting. Students will then work in small groups to design and execute murals or work with the AHS theater department to design and paint sets for the Fall and Spring productions. This is an extremely collaborative and community oriented class. All projects will be created in

consultation with the community, and all murals will have to go through a public art application process before being approved for display.

This course aligns with Massachusetts arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework.

PAXXXXZ String Orchestra Honors

Grades 9, 10, 11, 12

5 credits

In this course, students will develop instrumental and ensemble skills through such standards as: performing with expression and technical accuracy, exploring a large repertoire of ensemble literature representing various genres and historical periods and acquiring the knowledge of the technical vocabulary of music. Pianists may elect this course only by permission of the instructor. This course aligns with Massachusetts arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework.

PAXXXXXZ String Orchestra Honors (biweekly/year-long)

Grade 9

2.5 credits

For an option for grade 9 students that meets twice a week opposite your PE course. **Required Entry Criteria:**Students in grades 10-12 require pre-approval from the instructor.

PA00035Z "Sinfonietta" An Advanced Instrumental Ensemble Honors

Grades 9, 10, 11, 12

5 credits

In this honors level course, students will develop advanced instrumental and ensemble skills through such standards as: playing in a small ensemble, playing music of an advanced degree of difficulty, and being encouraged to perform *solo*. The Honors Orchestra performs music from the Baroque period to contemporary popular selections and is aligned with the Massachusetts Arts Frameworks and core concepts. **Required Entry Criteria: Audition**

This course aligns with Massachusetts arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework.

PA7205Z Symphonic Band Honors

Grades 9, 10, 11, 12

5 credits

This Symphonic Band course is open to all instrumentalists. Students will explore various musical styles and historical periods by playing with expression, playing with technical accuracy, and demonstrating well-developed ensemble skills. Pianists may elect this course only by permission of instructor. Students wishing to take this course at Honors level (PA7105Z) must qualify by audition, perform a selection approved by the instructor at the end of each marking period, and study privately. This course aligns with Massachusetts arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework.

PAXXXXZ Symphonic Band Honors (biweekly/year-long)

Grade 9

2.5 credits

For an option for grade 9 students that meets twice a week opposite your PE course. **Required Entry Criteria**: **Students in grades 10-12 require pre-approval from the instructor.**

PA7220Z Jazz Band Honors

Grades 9, 10, 11, 12

2.5 credits

The Jazz Band course is open to all qualified instrumentalists. Students will explore various musical styles from early Jazz to Latin and fusion through such standards as playing with expression, playing with technical accuracy and demonstrating well-developed ensemble skills. Students will also be encouraged to improvise in different styles. All Students electing this course must be members of the Symphonic Band, String Orchestra, or Mixed Chorus. **Required Entry Criteria: Audition** This course aligns with Massachusetts arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework.

PA7228Z Concert Choir Honors

Grade 9

5 credits

This choir is open to anyone in grade 9. We learn healthy singing techniques, a variety of music literature and repertoire, and perform in concerts at the high school auditorium, Town Hall and in community events and/or festivals when able. The students will sing daily, practice these musical techniques, learn to sight read, learn foundational theory and perform in concerts to expand their musical experience. Attendance at all performances is a requirement of this course. This course aligns with Massachusetts arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework.

PAXXXXZ Concert Choir Honors (biweekly/year-long) Grade 9 2.5 credits
For an option for grade 9 students that meets twice a week opposite your PE course, please use the course.

PA7223Z Chorale Honors

Grades 10, 11, 12

5 credits

This choir is open to anyone in grades 10-12 with no audition requirements. We learn healthy singing techniques, a variety of music literature and repertoire, and perform in concerts. The students sing daily to give practice to these techniques, learn to sight read, learn basic theory and perform in concerts to expand their musical experience. Attendance at all performances is a requirement of this course.

This course aligns with Massachusetts arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework.

PAXXXXZ Chorale Honors (biweekly/year-long)

Grade 10, 11, 12

2.5 credits

For an option that meets twice a week opposite your PE course. Requires pre-approval from the instructor.

PA7125Z Madrigal Singers Honors

Grades 9, 10, 11, 12

5 credits

This is an honors class, an auditioned choir that further applies the principles and techniques learned in Chorale. Students in grades 10-12 accepted in Madrigal Singers are required to be enrolled in Chorale concurrently; students in grade 9 are required to enroll in Concert Choir. This class meets every day at 7:30am. This choir performs in many concerts and when there are choir tours available, will be given the opportunity to participate. They sing more challenging repertoire and are held to a higher standard of performance and musicianship. Attendance at all performances is a requirement of this course. Required Entry Criteria: Audition; concurrent enrollment in Chorale (grade 9 students); Concert Choir (grades 10-12 students) This course aligns with Massachusetts arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework.

Music Technology

Teaching music through technology is one of the fastest growing areas of music education. Students use technology in many aspects of their lives and this program will provide them with the tools to create music and further support our mission of creating lifelong music makers.

Music Technology reaches a broad group of students and gives them the opportunity to create, change, and form sound in new ways. Working in the lab is a perfect example of differentiated instruction: students will be able to save their assignments in an electronic portfolio that may be included later in a college application. Each Music Technology class meets the Fine Arts graduation requirement and meets all of the national standards of music. Classes are limited to 20 students. Students who elect Music Technology courses for honors level credit must complete additional coursework.

Semester courses in Music Technology can be taken in any order and each can be a focus track for Junior and Senior Digital Music Portfolio - especially helpful for those who will major or minor in music production at the college level or seek business internships. **Prerequisite:** *Intro to Music Technology (waived for students with a year or more experience in one of our performing ensemble classes)*

Please note that Introduction to Music Technology is a full year class, while the subsequent classes are all taught in a semesterised format.



Grades 9, 10, 11, 12

5 credits

This course is <u>required</u> before a student may take any other course in music technology (waived for students with a year or more experience in one of our performing ensemble classes). Students will be introduced to the study of music technology, the equipment, and production software offered in our lab (including Soundtrap, Reaper, Maschine, Band-in-a-Box, iZotope). Instrument and equipment care will be included. Students will complete 'mini' projects in each program and work together to produce a public concert each term.

This course aligns with Massachusetts arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework.

PA8206Z Music Production Honors

Grades 9, 10, 11, 12

2.5 credits

Prerequisite: Music Technology (waived for students with a year or more experience in one of our performing ensemble classes)

Create your own music, songs, and sound design for your projects! The Music Production program provides students with a comprehensive understanding of the music creation process, from recording and arranging to mixing and producing. The curriculum is designed to equip students with the technical skills, creative insight, and industry knowledge necessary to excel in various music production careers. Through hands-on training and practical coursework, students will learn the essential techniques and technologies required for professional music production. Students present individual and team creative projects in concert each term. Students can customize their learning track by choosing a specialization area to earn certification for each semester. Upon completing the program, students will be prepared for a wide range of roles in the music production industry, equipped with the technical and creative skills to thrive in an evolving digital landscape.

Focus Areas to include:

- **Songwriting**: Learn the art and craft of writing original songs, from lyric composition to melody development, harmonic progressions, and song structure.
- **Film Scoring**: Explore the creative process behind composing music for film, television, and other visual media, with an emphasis on storytelling through music.
- **Sound Design**: Study the creation and manipulation of sound effects and sonic elements used in music production, film, and gaming.
- **Studio Musicianship I**: Gain practical experience as a studio musician, learning the skills necessary to perform and record in professional studio environments.
- **Live Sound Engineering**: Understand the principles of live sound, including audio system setup, mixing for live performances, monitor mixes, and troubleshooting sound issues in real-time. Required to run sound for Auditorium events.

This course aligns with Massachusetts arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Massachusetts Core Curriculum framework.

PA1252Z Advanced Music Production Honors Advance level of Music Production Course

Grades 10, 11, 12

2.5 credits

Advanced topics in recording, such as multi-track recording, instrumental and vocal layering, editing, and mixing techniques. Introduction to the use of our Dante system and Dante certification level 1 and above.

This course aligns with Massachusetts arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Massachusetts Core Curriculum framework. **Prerequisite:** *Music Production*

№ PA9007Z Digital Music Portfolio I Honors

Grades 11, 12 only

2.5 credits

For those who might major or minor in music performance or production at the college level or seek business internships. Build your own digital music portfolios including audition tapes, and contest entries. Final portfolio is

an important element in starting a musical career and suitable for college admissions, applications and interviews.

PA9008Z Digital Music Portfolio II Honors

Grade 12 only

2.5 credits

For those who might major or minor in music performance or production at the college level or seek business internships. Build your own digital music portfolios including audition tapes, and contest entries. Final portfolio is an important element in starting a musical career and suitable for college admissions, applications and interviews.

PA00036Z Rock Band (Fall Semester) Honors

Grades 9, 10, 11, 12

2.5 credits

Open to performers on any instruments or vocals, the Contemporary Music Ensemble will study and recreate classic recordings and live album performances that celebrate decade anniversaries. The whole ensemble class may also form any number of smaller groups. In this course, students will participate in daily rehearsals working on stylistic integrity, and melodic, harmonic, and rhythmic proficiency. Learning goals include performing in class on a rotating schedule for discussion and critique and recording in our music studio. Consists of an ensemble-based historical investigation of modern music styles and performance techniques culminating in live performances each quarter within the school community. This is a one-semester class that fulfills 1/2 the credits of the fine arts requirement for graduation.

PA00037Z Rock Band (Spring Semester) Honors

Grades 9, 10, 11, 12

2.5 credits

Open to performers on any instruments or vocals, the Contemporary Music Ensemble will study and recreate significant classic recordings and live album performances that celebrate decade anniversaries. The whole ensemble class may also form any number of smaller groups. In this course, students will participate in daily rehearsals working on stylistic integrity, and melodic, harmonic, and rhythmic proficiency. Learning goals include performing in class on a rotating schedule for discussion and critique and recording in our music studio. Consists of an ensemble-based historical investigation of modern music styles and performance techniques culminating in live performances each quarter within the school community. This is a one-semester class that fulfills 1/2 the credits of the fine arts requirement for graduation.

PA8205Z Multimedia Production Honors (Fall and spring) Grade 9, 10, 11, 12

2.5 credits

Students will create multimedia content in this hands-on, project-based production class. They will gather and analyze information and events, determine the message, and turn it into video-based communications. Our primary focus will be producing a weekly news show (The Pondercast) fostering community engagement by showcasing school-related activities, programs, and initiatives. Students will articulate information and ideas through writing, recording, and editing of video, pictures, music, and motion graphics Additional projects may be promotional, expository, and public service in nature.

Along with media production skills, students will communicate with members of our high school community to generate and develop content. They will apply storytelling techniques that best fit the message; considering, style, format, and platform. Participants will also review and discuss the changing media and information and landscape, including emerging Al-generated content.

This course aligns with the 2019 media arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Massachusetts Core Curriculum framework.

Wellness (Physical Education)

The program of Wellness at Arlington High School is a sequence that aligns with many components of the Health and Physical Education Frameworks of the Massachusetts Department of Education and National Standards. Content is drawn from the 7 guiding practices of these frameworks. All students are scheduled to take Health through their Wellness classes. A parent may request to have their child exempt from classes related to sexuality. Such requests shall be made in writing to the department head of wellness.

There is a 4 year Physical Education Graduation Requirement

- **Grades 9:** Students are required to take the 9th Grade Wellness Program.
- **Grades 10:** Students are required to take two different quarter electives (preferably in the same semester). Students will be limited to just 2 quarter electives in the Grade 10 year. Students are not allowed to take electives marked for Grade 11 and 12 only.
- **Grades 11 and 12:** Students are required to take two quarter electives by the time of their graduation. This may entail taking two quarter electives during junior year, or one junior and one senior year. Spaces may be limited in some electives. Seniors are given preference. Grade 12 students cannot enroll in Quarter 4 electives.

For each year in attendance, students must complete a number of wellness classes as defined below. Some students may opt to complete their grade 12 requirement during their 11th year. Students are required to fulfill the graduation requirements for Wellness only for the time they are enrolled in the school. For example, a student who transfers during their junior year, is subject to the graduation requirements for Grade 11 and 12, but not for grades 9 and 10.

Wellness Absence Clarification

There is a three (3) absence allowance for all Quarter Elective classes. If a student surpasses the 3
absence allowance they must enroll in another elective in a different quarter to earn the PE
Graduation requirement credit and may require changes to their schedule in order to complete this
requirement.

Levels	Courses
Grade 9	PE1610Z 9th Grade Wellness Program
Grades	PE7661Z Personal Fitness (2.5 credits)
10, 11, 12 Electives	PE7705Z Team Sports (2.5 credits)
	PE7025Z Yoga (2.5 credits)
	PE7006Z Walking (2.5 credits)
	PE7700Z Advanced CPR & First Aid (2.5 credits)
	PE5655Z Adaptive Physical Education Leader (2.5 credits)
	PE7021Z Nutrition (2.5 credits)
	PE7007Z Biking (2.5 credits)
	PE7027Z Relaxation I (2.5 credits)
	PE7020Z Recreational Sports (2.5 credits)
	PE7918Z Basic Physical Defense (for students who identify as female/non-binary)
	(2.5 credits)
	PE7919Z Basic Physical Self Defense (for students who identify as male/non-binary)
	(2.5 credits)

	PE7662Z AM Personal Fitness (2.5 credits)
	PE7664Z Drugs and the Body (2.5 credits)
	PE7917Z Athletic Training (2.5 credits)
	PE7619Z Outdoor Rock Climbing (2.5 credits)
Grades	PE7693Z Dance for Fitness (2.5 credits)
11, 12 (see below as well)	PE7695Z Pilates (2.5 credits)
,	PE7914Z Backpacking & Camping (Grade 11 and 12 only) (2.5 credits)
Grades	PE7659Z Survival and Wilderness Camping (Grade 11 and 12 only) (2.5 credits)
	PE7692Z Relaxation II (Grade 11 and 12 only) (2.5 credits)
11, 12 only	PE7686Z Physical Education Leader (Grade 11 and 12 only, Fall Semester, 5 credits)
	PE7688Z Physical Education Leader (Grade 11 and 12 only, Spring Semester, 5 credits)
Grade 12 only	PE3725Z Personal PE Independent Study (All four Quarters) (2.5 credits)

PE1610Z 9th Grade Wellness Program

Grade 9

2.5 credits

This introductory course includes regular physical activity with a core of adventure programming and cooperative games, introduction to fitness, and lifetime and team sports. Students examine motor skill development, fitness, and personal and social competency. In Life issues, students address substance addictions, dating issues, sexuality, media influence, personal wellness, and take a CPR course.

Electives

PE3725Z Personal PE Independent Study

Grade 12 only

2.5 credits

Personal PE Independent Study is an independent study designed for grade 12 students who are taking a full course load and cannot fit a Physical Education Elective into their schedule. Students fulfill their PE requirement by participating in an extracurricular, supervised, physical activity. The minimal requirement is 15 hours of Physical Activity or Wellness related activity as well as other mandatory assignments that coincide with their logged physical activity. In order for students to take this elective they must demonstrate a need for the course by taking a full schedule of classes and get instructor consent.

PE7661Z Personal Fitness

Grades 10, 11, 12

2.5 credits

This course offers instruction and practice in various fitness components such as cardiorespiratory endurance, muscular endurance, muscular strength, and flexibility. Activities include strength training, aerobic training, cardiorespiratory fitness, fitness games, yoga, nutrition, injury prevention and fitness testing. Personal training and fitness plan development are offered in this course.

PE77662Z AM Personal Fitness

Grades 10, 11, 12

2.5 credits

This course will meet from 7:30am-8:15am. This course offers instruction and practice in various fitness components such as cardiorespiratory endurance, muscular endurance, muscular strength, and flexibility. Activities include strength training, aerobic training, cardiorespiratory fitness, fitness games, yoga, nutrition, injury prevention and fitness testing. Personal training and fitness plan development are offered in this course.

PE7686Z Physical Education Leader (Fall Q1 & Q2) PE7688Z Physical Education Leader (Spring Q3 & Q4) Grades 11, 12 only Grades 11, 12 only 5 credits
5 credits

This course is designed for the student who has been successful in the freshman/sophomore physical education program. They have demonstrated effective leadership and cooperative skills. The student gets the opportunity to

assist in the freshman physical education class.

PE7914Z Backpacking & Camping

Grades 11, 12 only

2.5 credits

This is a one Quarter PE elective designed to teach students the skills needed to plan and participate in backpacking trips. Students will learn skills such as map reading, meal planning, fire lighting, and basic first aid, among others needed for successful low impact backpacking. The course will culminate with a 3 day 2 night backpacking trip that is required for successful completion of the course. Course size is limited to no more than 13 students. (Please note: the course meets during the 1st and 4th Quarter and is offered to Grade 10 and 11 only in Quarter 4).

PE7705Z Team Sports

Grades 10, 11, 12

2.5 credits

Students will choose and participate in team activities ranging from football, basketball, soccer, and other team sports. (Please note: the course meets during the 1st and 4th Quarter and is offered to Grade 10 and 11 only in Quarter 4).

PE7659Z Survival and Wilderness Camping

Grades 11, 12 only

2.5 credits

This course offers students the opportunity to experience adventure in the outdoors. Through hands-on experience, students learn wilderness survival skills such as orienteering, shelter building, fire making, water purification, and other skills to make them more comfortable and capable in a remote forested environment. These skills are put to the test when the students participate in a required four day solo winter camping experience. Course size is limited to no more than 14 students.

PE7700Z Advanced CPR & First Aid

Grades 10, 11, 12

2.5 credits

Through a combination of classroom lecture and hands-on practice, this course is designed to teach the basic skills necessary to competently and effectively respond to a variety of crisis situations. Students will learn how to assist individuals with various traumatic injuries and sudden medical emergencies. Through the course, students will learn the recognized skills to receive a certification in BLS CPR and First Aid.

PE7006Z Walking Grades 10, 11,12 2.5 credits

This course offers students the opportunity to walk for exercise and learn various ways to map routes and to learn the benefits of walking as a lifelong fitness activity. (Please note: the course meets during the 1st and 4th Quarter and is offered to Grade 10 and 11 only in Quarter 4).

PE7025Z Yoga Grades 10, 11, 12 2.5 credits

Students will learn and engage in Yoga exercises, and design their own Yoga routines.

PE5655Z Adaptive PE Leader

Grades 10, 11, 12

2.5 credits

This elective is designed to work closely with students with special needs. Similar to the Best Buddies Club, students in this elective will be paired up with a special needs student in the LABBB program to provide adapted physical education activities. Students that take this elective will plan a variety of physical activities that can be taught to the students in the LABBB program.

PE7021Z Nutrition Grades 10, 11, 12 2.5 credits

This course is designed to focus on healthy foods and lifestyle choices. The goal is to enhance student awareness in regards to personal food choices and physical activity. Topics will include general nutrition knowledge, daily caloric needs, healthy foods and recipes, healthy weight management, creating healthy meals, etc.

PE7007Z Biking Grades 10, 11,12 2.5 credits

This course will include topics such as bicycle safety, road bicycling safety, and bicycle maintenance. Students will learn skills such as use of proper equipment, changing a flat tire, fixing a disassembled chain, rules to the road, bicycle operation, and cycling for fitness. (Please note: the course meets during the 1st and 4th Quarter and is offered to Grade 10 and 11 only in Quarter 4).

PE7027Z Relaxation I Grades 10, 11, 12 2.5 credits

This course will offer techniques and strategies for relaxation and mindfulness as a means to reduce stress. The class will also examine the psychological and physiological effects of stress, the assessment of individual risk factors that relate to stress, and strategies to reduce stress and take control over stress levels.

PE7020Z Recreational Sports

Grades 10, 11, 12

2.5 credits

Students in this course will participate in activities that are more individually based such as badminton, table tennis, tennis, etc. and activities that are team based but recreationally focused. (please note; the course meets during the 1st and 4th Quarter and is offered to Grade 10 and 11 only in Quarter 4).

PE7917Z Athletic Training

Grades 10, 11, 12

2.5 credits

This course provides high school students with a general overview of athletic training and sports medicine. It includes introductory information about the AT's scope of practice: injury prevention, treatment, rehabilitation, emergency injury management and administrative functions. This course is intended to help students gain an understanding of sports medicine, various associated disciplines and the role they play in the physically active community. This course is led by a certified and licensed Athletic Trainer.

PE7918Z Basic Physical Self Defense (Female/Non-binary) Grades 10, 11,12

2.5 credits

This course is designed for students who would like to learn self defense and conflict reduction skills appropriate for those identifying as female or non-binary. The course has its foundations in education and awareness. The course includes lecture, discussion and self-defense techniques.

PE7919Z Basic Physical Self Defense (Male/Non-binary)

Grades 10. 11.12

2.5 credits

This course is designed for students who would like to learn self defense and conflict reduction skills appropriate for those identifying as male or non-binary. The course has its foundations in education and awareness. The course includes lecture, discussion and self-defense techniques.

PE7664Z Drugs and the Body

Grades 10, 11, 12

2.5 credits

This course will dive deeper into the effects of drugs, both legal and illegal, and how they affect the body. The course will build off of the Grade 9 curriculum and offer a more in-depth look at their effects on the human body, behavior, psychology, and experience.

PE7691Z Outdoor Rock Climbing

Grades 10, 11, 12

2.5 credits

This course offers students the opportunity to participate in a series of high impact challenges on our outdoor challenge course. With a focus on safety, students will learn how to use modern climbing equipment to safely ascend high climbing elements, rock faces, climbing walls, and other various high challenge activities. A focus of the course will be on personal challenge as well as on safety and support of others.

PE7692Z Relaxation II

Grades 11, 12 only

2.5 credits

This course is designed to be an extension to practices learned in Intro to Relaxation. In this course students will spend more concentrated time on honing Relaxation skills such as: guided meditation, self-guided meditation, yoga, mindful breathing, and nature theory. Students will also be tasked with cataloging and reflecting on their practices, ultimately creating a personal wellness plan they can utilize outside of the classroom. Students must have taken Intro to Relaxation prior to this course.

PE7693Z Dance for Fitness

Grades 10, 11, 12

2.5 credits

This course is designed to give students a fun, high-energy, alternative approach to cardiovascular fitness. This course will help students learn the basic skills of dance while improving their techniques, poise, self confidence, and creative ability. Students will engage in: proper warm ups and stretching, basic movements and steps, pattern recognition, pattern building, combinations, and full routines. By the end of the course, students will choreograph their own dance and teach it to the class. No dance experience necessary - grades will be based on effort!

PE7695Z Pilates Grades 10, 11, 12 2.5 credits

This course is designed to give students a low impact, high intensity approach through body weight exercises that concentrate on resistance training and flexibility. Students will learn how to pair their breathing with flowing movements that will improve their core strength and hip mobility. Students will engage in proper full body warm up and advance their muscular strength and endurance through basic pulses and posture combinations.

Science

The goal of the science department at AHS is to support all students in attaining content knowledge and complex reasoning skills necessary to understand the core areas of science as well as to become a scientifically informed citizen through hands-on laboratory experiences. We also strive to foster science-specific literacy in the reading, writing, and mathematics necessary for career and college readiness. Taking more than one science course during a given year (10–12) is possible with departmental approval. A four year science sequence can be generated from the table below. All science courses include laboratory experiences.

- Since our science curriculum often involves application, spiraling and cross cutting of concepts, pre/co-requisites are highlighted in the program of studies for science progression.
 - 9th grade students (and transfer students*) must take Physical Science as a precursor to the level of science knowledge expected at the high school, but more importantly for the laboratory skills acquisition necessary for higher level coursework.
 - 10th grade students take an Introductory Biology Course.
 - 11th and 12th grade students are encouraged to explore areas of interest in the realm of science, and offer a variety of rigorous courses at appropriate levels. All students must take at least 3 years (15 credits) of science.
- All college bound students should plan to take both Chemistry and Physics courses. These are core sciences, along with Biology, and expected by most competitive colleges. These courses are offered at various levels. There is a significant difference between the levels in these classes and can be taken on the academic, honors, and AP levels of rigor. Some of the differences are found in the content depth, pace, common assessments, pre-requisites, amount of time they require outside of class, expectations of independence in laboratory experiences, and differences in the course text.
 - We encourage any student who has an interest in an intended area of study to visit a college website and to obtain the academic plan. They will find in all STEM related or medical science research based career choices, these core science classes are highlighted.

*If there is any uncertainty regarding placement, the science curriculum director will make the final placement determination as needed.

Science Course Offerings

Levels	Advanced Placement	Honors	Curriculum A	
Grade 9 Science Course		SC1105Z Physical Science - Curr. H	SC1115Z Physical Science - Curr. A	
Grade 9 Science Electives	AC032Z Design, Engineering & Fabrication I - Honors (½ year) AC033Z Design, Engineering & Fabrication II - Honors (½ year)			
Grade 10 Science Course		SC2106Z Biology - Curr. H	SC2111Z Biology - Curr. A	

Grade 10 Science Electives	AC032Z Design, Engineering & Fabrication I - Honors (½ year) AC033Z Design, Engineering & Fabrication II - Honors (½ year) SC034Z Design, Engineering & Fabrication III - Honors (½ year) SC035Z Design, Engineering & Fabrication IV - Honors (½ year) SC4007Z AP Physics 1 SC4007Z AP Physics 2 SC7294Z Science Training and Research* SC7258Z Astronomy (½ year)* SC7277Z Oceanography (½ year)* (not offered in the 25-26 school year) SC7298Z Geomorphology (½ year)* SC7288Z Physiology of Exercise & Activity (½ year)*(not offered in the 25-26 school year) SC7286Z Meteorology* SC7295Z Entomology*				
Grade 11	SC4010Z AP Biology SC4070Z AP Environmental Science SC4007Z AP Physics 1 SC4008Z AP Physics 2	SC3106Z Chemistry - Curr. H SC4106Z Physics - Curr. H Science Electives	SC3111Z Chemistry - Curr. A SC3217Z Applied and Quantitative Chemistry - Curr. A SC4116Z Physics-Curr. A Science Electives		
Grade 11 Science Electives	AC032Z Design, Engineering & Fabrication I - Honors (½ year) AC033Z Design, Engineering & Fabrication II - Honors (½ year) SC034Z Design, Engineering & Fabrication III - Honors (½ year) SC035Z Design, Engineering & Fabrication IV - Honors (½ year) SC3252Z Anatomy and Physiology* SC7268Z Environmental Science* SC7294Z Science Training and Research* SC7258Z Astronomy (½ year)* SC7277Z Oceanography (½ year)* (not offered in the 25-26 school year) SC7298Z Geomorphology (½ year)* SC7288Z Physiology of Exercise & Activity (½ year)* (not offered in the 25-26 school year) SC7286Z Meteorology* SC7295Z Entomology*				
Grade 12	SC4010Z AP Biology SC4002Z AP Chemistry SC4070Z AP Environmental Science SC4007Z AP Physics 1 SC4008Z AP Physics 2 SC4011Z AP Physics C (Mechanics) SC4012Z AP Physics C (E&M)	SC3106Z Chemistry - Curr. H SC4106Z Physics - Curr. H Science Electives	SC3111Z Chemistry SC3217Z Applied and Quantitative Chemistry - Curr. A SC3111Z Chemistry SC4116Z Physics Science Electives		
Grade 12 Science Electives	AC032Z Design, Engineering & Fabrication I - Honors (½ year) AC033Z Design, Engineering & Fabrication II - Honors (½ year) SC034Z Design, Engineering & Fabrication III - Honors (½ year) SC035Z Design, Engineering & Fabrication IV - Honors (½ year) SC3252Z Anatomy and Physiology* SC7268Z Environmental Science* SC7294Z Science Training and Research*				

SC7258Z Astronomy (½ year)*
SC7277Z Oceanography (½ year)* (not offered in the 25-26 school year)
SC7298Z Geomorphology (½ year)*
SC7288Z Physiology of Exercise & Activity (½ year)* (not offered in the 25-26 school year)
SC7300Z Meteorology*
SC7295Z Entomology*

Physical Science Course Offerings

SC1105Z Physical Science - Honors

Grade 9

5 credits

This is an honors level course for ninth grade students with a strong interest and ability in science and mathematics. The course is designed to introduce students to the relationships that exist between matter and energy. Through meaningful problem solving, laboratory investigations, and STEM projects, students will apply physical laws in order to become aware of the strong relationship between science and technology and between the process and content of science. Areas of concentration will include motion, forces, conservation laws, heat, electricity and magnetism, waves, and light and sound. **Suggested Entry Criteria:** A- or better in eighth grade science and algebra

SC1115Z Physical Science - Curriculum A

Grade 9

5 credits

This course is designed to introduce students to the relationships that exist between matter and energy. Through meaningful problem-solving and laboratory investigations, students will apply physical laws in order to become aware of the strong partnership between science and technology and between the process and product of science. Areas of concentration will include motion, forces, conservation laws, heat, electricity and magnetism, waves, and light and sound. This course includes a wide variety of laboratory demonstrations and activities.

Biology Course Offerings

SC2106Z Honors Biology - Honors

Grade 10

5 credits

Students in Honors Biology encounter the principles of biology through advanced readings, scientific inquiry and laboratory investigation. This course emphasizes the molecular aspects of life through the study of: biochemistry, cellular structure, function and replication, energy transfer in living systems, genetics and reproduction. The course includes significant study of evolution, scientific and technical literacy, as well as human and systemic applications. This laboratory, reading, and writing intensive course expects significant independence on the part of the student so that more class time can be devoted to in-depth discussion. Students should be willing to take responsibility for learning and appreciate their role as members of a learning community. The topics studied in Honors Biology are consistent with the Massachusetts Science and Technology Frameworks. **Suggested Entry Criteria:** "B" or better in Honors level Physical Science or an "A" in A level Physical Science

SC2111Z Biology - Curriculum A

Grade 10

5 credits

This course is in a sequence, following the successful completion of Biology. This student-centered and differentiated course emphasizes the molecular, cellular, anatomical and ecological aspects of the living world. Students gain skills in note taking and oral defense of their ideas. Special emphasis is placed on characteristics of organisms, cells, evolution of life, principles of heredity, molecular genetics, and the dynamics of ecosystems. Students complete approximately twenty laboratory exercises, some of which require formal lab reports. Reading and writing assignments include articles from science magazines.

Chemistry Course Offerings

SC3106Z Honors Chemistry - Honors

Grades 11, 12

5 credits

^{*} Denotes courses offered as heterogeneous (see page 6).

This course is designed for students with a strong interest in science and who demonstrate a high level of mathematical competency. The course covers, in detail, a broad range of topics and is thus geared toward the highly motivated student who can manage the pace and academic rigor of the course. Honors Chemistry is a laboratory and writing intensive course. Students who take this course will need to study several other topics to be completely prepared for the SAT II subject test in chemistry. **Suggested Entry Criteria:** Completed Algebra 2

SC3111Z Chemistry - Curriculum A

Grades 11, 12

5 credits

This chemistry course offers students a rigorous course in modern chemistry, but at a more moderate pace than Honors Chemistry. Students in this course will have more time to review concepts, including mathematical calculations, than Honors Level Chemistry students. The course is laboratory intensive with emphasis on qualitative and quantitative experiments. Topics covered will conform to the Massachusetts State Frameworks for Chemistry and will prepare students for undergraduate General Chemistry.

SC3217Z Applied and Qualitative Chemistry - Curriculum A Grades 11, 12

5 credits

The Applied and Qualitative Chemistry program is designed to be a hands-on inquiry-based exploration of chemistry. It is designed to develop problem-solving and critical-thinking skills related to chemistry, apply chemistry knowledge to decision-making about scientific issues, and recognize the importance of chemistry in daily life. Always focused on making the connections between science and technology and their impact on the quality of our lives, the study of chemistry uses multiple pathways of scientific reasoning with specific emphasis on written and oral communication as well as logical reasoning to explore atomic and molecular structure, chemical bonds, conservation of matter, reaction rates, organic chemistry, acid-base chemistry and biochemistry. Students will be expected to relate and use learned concepts in class through lab experiences, projects, tests, and common applications.

Physics Course Offerings

SC4116Z Physics*

Grade 11. 12

5 credits

This physics course is for highly motivated students with strong scientific interest and mathematical ability. Students should be able to handle abstract ideas both conceptually and quantitatively, including their application to new situations. The major topics include force and motion, vectors and projectiles, energy and momentum, electricity and magnetism, and waves and light. **Suggested Entry Criteria:** Algebra 2 (may be taken concurrently). *Students have the option of earning Honors Credit through more challenging research and project work.

Advanced Placement Courses

The following courses are designed to offer an introductory college science experience and meet the requirements of the College Board. These courses are offered as the student's second high school exposure to the content, not as a preliminary course in the subject. The College Board has approved the curriculum and textbooks for these courses. AP students are required to take the College Board's National Advanced Placement examination in May.

SC4010Z Biology AP Grades 11, 12 5 credits

This course is in a sequence, following the successful completion of Biology. The Advanced Placement Biology Course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their freshman year. It provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal with the rapidly changing science of biology. As suggested by the College Board in its Advanced Placement Course Description, the course is divided into three major topic areas: 1) molecules and cells, 2) genetics and evolution, and 3) organisms and populations. Laboratory experiences comprise approximately 40% of the grade, and students are involved in original research during the year. In addition to reading from a college text, students will be required to read articles from outside sources including scientific journals. **Suggested Entry Criteria:** B or better in Honors Biology or A- or better in Biology, *Successful*

completion of chemistry is highly recommended.

SC4002Z Chemistry AP

Grade 12

5 credits

This course is in a sequence, following the successful completion of Chemistry. Advanced Placement Chemistry is designed to be the equivalent of a college introductory chemistry course usually taken by science majors during their freshman year. Students utilize a college textbook and the course moves at a brisk pace. The topics covered are those suggested by the College Board. Laboratory experiments with formal lab reports are a significant portion of the class and are reflected as such in the course grade. **Suggested Entry Criteria:** "B" or better in Honors Chemistry or "A" in Chemistry; *Successful completion of Precalculus is highly recommended*.

SC4007Z AP Physics 1

Grades 10, 11, 12

5 credits

This course is in a sequence, following the successful completion of introductory physical science. This course is designed to be the equivalent of an algebra-based course in introductory college physics. The content of the course corresponds to the requirements of the College Board Advanced Placement Physics 1 curriculum. This involves Newtonian mechanics (including angular and rotational), work, energy, power, and momentum. The pace of the course is demanding in terms of both content and problem-solving. Students entering this class should be highly motivated in science and willing to apply themselves to studying an advanced curriculum. There will be an integrated lab component to the course and STEM projects will be assigned both semesters. **Suggested Entry Criteria:** Algebra 2; *must be comfortable with trig and manipulating equations.*

SC4008Z AP Physics 2

Grades 10, 11, 12

5 credits

This course is designed to be the equivalent of an algebra-based course in introductory college physics. The content of the course corresponds to the requirements of the College Board Advanced Placement Physics 2 curriculum. This involves fluids, thermodynamics, electricity & electromagnetism, optics, and atomic physics. The pace of the course is demanding in terms of both content and problem-solving. Students entering this class should be highly motivated in science and willing to apply themselves to studying an advanced curriculum: previous high-level coursework in Kinematics, Newtonian Mechanics, Mechanical Waves and basic Electricity is assumed. There will be an integrated lab component to the course and long-term STEM projects will be assigned both semesters. **Suggested Entry Criteria:** B or better in previous AP Physics 1 class or Physics class, and Algebra 2

SC4011Z AP Physics C (Mechanics)

Grades 11, 12

2.5 credits

AP Physics C is a laboratory science course that offers a conceptual and rigorous mathematical approach to physics, and an advanced understanding of high school math is assumed. This course forms the first part of a college sequence serving as the foundation in physics for students majoring in the physical sciences or engineering. Differential and integral calculus are applied to 45 topics outlined by the College Board for the AP Physics C: Mechanics exam. Topics included are kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems. **MUST ALSO BE ENROLLED IN AP PHYSICS C ELECTRICITY AND MAGNETISM**

Corequisite: Students who have not completed calculus are required to meet with the science director to develop a plan for acquiring the necessary calculus skills prior to taking the course.

SC4012Z AP Physics C (Electricity and Magnetism)

Grades 11, 12

2.5 credits

AP Physics C is a laboratory science course that offers a conceptual and rigorous mathematical approach to physics, and an advanced understanding of high school math is assumed. This course forms the first part of a college sequence serving as the foundation in physics for students majoring in the physical sciences or engineering. Differential and integral calculus are applied to topics outlined by the College Board for the AP Physics C: Electricity and Magnetism exam. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. **MUST ALSO BE ENROLLED IN AP PHYSICS C MECHANICS**

Corequisite: Students who have not completed calculus are required to meet with the science director to develop a plan for acquiring the necessary calculus skills prior to taking the course.

SC4070Z Environmental Science AP

Grades 11. 12

5 credits

AP Environmental Science is designed to explore and investigate the relationships of the natural world, identify and analyze environmental problems, both natural and human made, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving and/or preventing them. The course follows the curriculum suggested by the College Board. A strong hands-on component with lab and field studies will be integrated. Suggested Entry Criteria: Completion of biology, completed or concurrent chemistry.

Full Science Elective Course Offerings

SC3252Z Anatomy and Physiology

Grades 11, 12

5 credits

This course will concentrate on areas of anatomy and physiology not generally covered in depth in a first year biology course. It will provide a balanced and integrated introduction to the human body suitable for students with varying needs and interests but especially for those interested in allied health fields, pre-nursing, and pre-medical education. Students complete projects, research papers, anatomical dissections, and other laboratory exercises that reinforce the basic principles of physiology and anatomy. Suggested Entry Criteria: B- or better in Biology * Students have the option of earning Honors Credit through more challenging research and project work.

SC7268Z Environmental Science

Grades 11. 12

5 credits

Environmental science focuses on the study of how human activity affects habitats and the relationships among organisms and the natural world. The course will include the detailed study of the principles of ecology, including several hands-on investigations and research projects and papers. Students will investigate the earth's natural resources, including biodiversity, soil, land, air, water, and energy, with the goal of understanding the delicate balance of life on earth. Problems such as pollution, overpopulation, and extinction are studied in a global context, and students investigate a wide range of solutions based on the in-depth study of environmental science. The principles of chemistry and physics are integrated into the course, as they relate to environmental science. Suggested Entry Criteria: B- or better in Biology. * Students have the option of earning Honors Credit through more challenging research and project work.

SC7294Z Science Training and Research

Grades 10, 11, 12

5 credits

All students begin their first year working to build a critical mass of understanding of an area of research related to: physical science, life science, computer science, mathematics, or social science. Initially, students are taught the process of online bibliographic research and are able to access many professional scientific databases. Students use library and Internet research tools to identify specific subjects currently being studied within their chosen area of interest. Students find and study several scientific journal articles then present the information from some of their articles to the class. Once an extensive amount of background material is acquired and a strong sense of understanding is gained, students make contact with research scientists within their field of interest. Often these are the local authors of the articles they have read. At this time, the students ask the scientists to serve as mentors, assisting in carrying out a research project in the area of interest over the upcoming summers and following school years, or to help find appropriate scientists to do so. During the summer following the first year of the course, students participate in research that they design and conduct under the supervision of their mentors. Most often this occurs at the lab where the mentors do their research.

Due to the extensive amount of time many of the research projects demand, and the continuity required, the majority of the research takes place over the next two summers (leading into Junior and Senior years) with some work being done to maintain the project during the Junior year of school. Students therefore must schedule their summers appropriately. Extensive summer jobs or multi-week vacations (unless related to the research project) have often been the reason students may not take the course. As Juniors and Seniors students actively continue working on their project as well as write a research paper documenting their work and enter all possible science competitions to present their research.

1/2 year Science Elective Courses

SC7258Z Astronomy Grades 10, 11, 12 2.5 credits

This half-year course provides a comprehensive introduction to astronomy, from the history of this early science to cutting-edge theories about the universe and its origin. Students will examine the Earth's place in space and the relationships among the Earth, Moon, and Sun. Our solar-system survey will encompass the planets, their moons, asteroids, comets, and the microscopic particles that give rise to the northern lights. The course will then take us step by step into the universe beyond the solar system: stars, galaxies, and the cosmos as a whole. Basic chemistry and physics are integrated into the course, as are high-school-level algebra and basic geometry. Students will also explore the concepts of space travel and rocketry by designing, building, and testing their own spacecrafts in Kerbal Space Program. * Students have the option of earning Honors Credit through more challenging exercises, tests, and lab work.

SC7277Z Oceanography

Grades 10, 11, 12 2.5 credits

This half-year course, offered each semester, provides an introduction to oceanography, including the origin of the Earth and its oceans, the geography and geology of ocean basins, and plate tectonics. Students examine the chemistry of ocean water, marine sediments, and saltwater organisms and their unique adaptations. Waves and tides provide examples of the physical science supporting oceanography. Marine habitats are studied as examples of ecosystems impacted by the ocean environment. The course includes term research projects and one or more field trips. Basic principles of chemistry and physics are integrated into the course, as they relate to the study of Oceanography. * Students have the option of earning Honors Credit through more challenging research and project work. (Not offered 2025-2026 school year)

SC7300Z Meteorology

Grades 10, 11, 12 2.5 credits

With a planet in extreme environmental disruption due to the increasing effects of Global Climate Change, it has never been more important to study the science of weather and climate on planet Earth. This half-year course of introductory meteorology will explore how the orbital mechanics of the Earth alter the way it absorbs energy from the Sun, thereby causing the air and water on the surface of the Earth to cycle and cause the various weather phenomena we experience throughout our lives. In addition to learning about the complex global climate systems that influence our weather, students will learn the basics of observing the environment around them to forecast local weather to come. Students will be expected to collect field samples and measure weather conditions numerous times throughout the course, so prepare to be outside throughout the seasons both in class and for homework. * Students have the option of earning Honors Credit through more extensive weather sampling and reporting, tests, and projects.

SC7298Z Geomorphology

Grades 10, 11, 12 2.5 c

The Earth's surface is sculpted by tectonic plates, gravity, the movement of water and glaciers, air patterns, and other surficial processes. The topography of the land in turn affects the flow of matter and energy and how humans and other organisms are able to interact with it. In this course, students will explore the surface processes that have and continue to carve Earth into its current form, spend time outside observing examples of landmasses, construct a geologic history of the Greater Boston region, and build 3-dimensional models to test and represent their understanding. *Students have the option of earning Honors Credit through more challenging research and project work.

SC7288Z Physiology of Exercise & Activity

Grades 10, 11, 12

2.5 credits

This course examines the physiological effects of exercise and activity with an emphasis on humans. Major topics include energy use & nutrition, the muscular, cardiovascular, and respiratory adaptations across the age span and special environments (high and low altitude, heat and cold). **Prerequisite: Must be currently enrolled or have completed Biology.** * Students have the option of earning Honors Credit through more extensive assignments, tests, and projects. (Not offered 2025-2026 school year)

SC7295Z Entomology

Grades 10, 11, 12

2.5 credits

This course is designed as an introduction to insects and their allies. Morphology, anatomical adaptations, classification, identification, ecology, and social applications will be discussed throughout the course. Laboratory activities will include identification investigations, observing live specimens, preparing specimens, and dissection. An endangered insect species from the IUCN Red List of your choice will be researched and a proposal for conservation will be presented.

AC032Z Design, Engineering & Fabrication I - Honors Grades 9, 10, 11, 12 2.5 credits This class uses the full suite of AHS Makerspace resources to introduce students to the habits of mind and technical skills they will need to engage in engineering based problem solving, design and fabrication. Students will learn the basics of Computer Aided Drafting and Design (CADD) using software such as AutoCAD, Fusion 360, and SolidWorks. There will also be in depth instruction in woodworking, steel fabrication, and construction methods using 3D printers, laser cutters, and CNC machines. Principles of engineering will be embedded in hands-on design challenges and project work. This course can be taken for either Science or Visual Arts credit. Prerequisites: None

AC033Z Design, Engineering & Fabrication II - Honors Grades 10, 11, 12 2.5 credits
This course builds on the skills and habits of mind learned in Design, Engineering and Fabrication I. Students will
deepen their technical knowledge in woodworking, steel fabrication, and "clean room" fabrication (3D printers,
laser cutters, and CNC machines), as well as CADD softwares (AutoCAD, Fusion 360, and SolidWorks, Blender,
etc.). At the same time students will be given ample space and support to work independently and in collaboration
with peers to develop and fulfill their own unique creative vision. This course can be taken for either Science or
Visual Arts credit. Prerequisites: Design, Engineering & Fabrication I

AC034Z Design, Engineering & Fabrication III Honors Grades 10, 11, 12 2.5 or 5 credits In this course architects and engineers come together to collaborate and inspire each other. While there will still be technical instruction in a variety of design and fabrication methods, the majority of the course will be devoted to coaching students through the completion of their own independent projects. **Prerequisites:** CADD I, Design, Engineering & Fabrication II, Architecture II or portfolio review and permission of Visual Arts Director

AC035Z Design, Engineering & Fabrication IV Honors Grades 10, 11, 12 2.5 or 5 credits D.E.F. IV gives students doing advanced work the opportunity to more fully commit to the realization of their own unique creative vision. Most work will be done independently by individuals and groups of students, with makerspace teachers providing coaching and support to help them achieve their goals. **Prerequisites:** Design, Engineering & Fabrication III, or completion of CADD III or IV or portfolio review and permission of Visual Arts Director.

Visual Arts

The Visual Arts program is designed to equip students with the technical skills and habits of mind they need to:

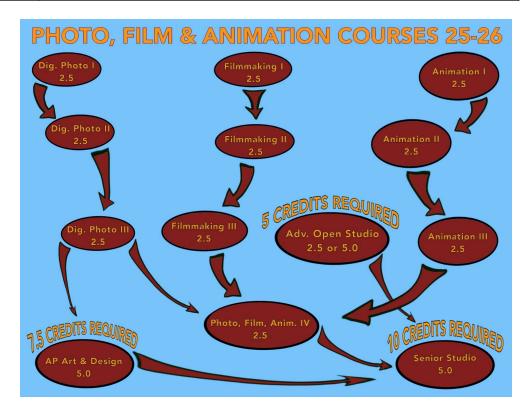
- design and fulfill their own unique creative vision
- connect with their community and advance social justice through the arts
- participate confidently in the 21st century's thriving Creative Economy.

We offer 39 courses that span a wide variety of traditional and digital media, two and three-dimensional art forms, and industrial arts. All courses are Honors level (with one AP offering), and satisfy the Fine Arts graduation requirement (either two one-semester or one year-long class). Please note that while there are 15 classes open to all levels, the rest have specific prerequisites. In order to skip a prerequisite students must complete a portfolio review and receive permission from the Director of Visual Arts. .

Levels	Courses (Honors)
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Level I 1 Sem/2.5 Grades 9-12	AC0001Z Animation I AC3600Z Ceramics I AC032Z Design, Engineering & Fabrication I AC003Z Digital Photography I ACXXXXZ Drawing I ACXXXXZ Painting I AC006Z Filmmaking I AC029Z Architecture I AC011C Metalworking & Jewelry Making I ACXXXXZ Mixed Media AC3602Z Woodworking I ACXXXXZ Fiber Arts ACXXXXZ Digital Art
Level IA Year/5.0 Grades 9-12	AC014Z Studio Art AC8208Z Set Design Honors
Level II 1 Sem/2.5 Grades 9-12	AC002Z Animation II AC3603Z Ceramics II AC033Z Design, Engineering & Fabrication II AC004Z Digital Photography II AC019Z Drawing & Painting II AC007Z Filmmaking II AC020Z Metalworking & Jewelry Making II AC3613Z Woodworking II AC031Z Architecture II
Level III 1 Sem/2.5 Grades 10-12	AC028Z Animation III AC023Z Ceramics III AC005Z Digital Photography III AC024Z Woodworking III AC025Z Metalworking & Jewelry Making III AC030Z Filmmaking III AC034Z Design, Engineering & Fabrication III
Level IIIA 1 Sem/2.5 or Year/5.0 Grades 10-12	AC037Z Advanced Open Studio Honors
Level IV 1 Sem/2.5 Grades 10-12	AC026Z Ceramics IV AC035Z Design, Engineering & Fabrication IV AC038Z Animation IV Honors AC039Z Digital Photography IV Honors AC040Z Filmmaking IV Honors
Level IVb Year/5.0	AC4002Z Advanced Placement Art & Design

Grades 11-12		
Level V Year/5.0 Grade 12	AC027Z	Senior Studio



AC001Z Animation I - Honors

Grades 9, 10, 11, 12

2.5 credits

This course introduces students to traditional and digital animation methods. Students will learn a variety of techniques including stop motion, claymation, hand-drawn, cut-paper, and various digital methods. Students will study the history of animation and contemporary masters, and learn filmmaking basics. Projects will be done both collaboratively and individually, culminating in each student producing their own animated short. Critiques, digital portfolio creation and presentation will be essential elements of the class, with an emphasis on both process and product. **Prerequisites:** None

AC002Z Animation II - Honors

Grades 9, 10, 11, 12

2.5 credits

In Animation II students will explore more advanced techniques and begin to develop their own creative vision as an animator. Students will continue to work both individually and collaboratively, but both the content and methods used will be increasingly up to students to decide. Together we will work towards the completion of longer animations that are more complex both in terms of technique and content. Critiques, digital portfolio creation and presentation will be essential elements of the class. **Prerequisites:** Animation I

AC028Z Animation III Honors

Grades 10, 11, 12

2.5 credits

In Animation III students will continue to develop their own creative vision as an animator and complete one or more short animated film projects using media of their choice (traditional and/or digital). Students will continue to work both individually and collaboratively, but both the content and methods used will be increasingly up to students to decide. Critiques, digital portfolio creation and presentation will be essential elements of the class. **Prerequisites:** Animation II

AC038Z Animation IV Honors

Grades 10, 11, 12

2.5 credits

In Animation III students will continue to develop their own creative vision as an animator and complete one short animated film project in one semester, using media of their choice (traditional and/or digital). Character development, world building, storytelling and thematic depth will be an emphasis of work produced in this course. Students will continue to work both individually and collaboratively. Regular in-class and small group critiques with the teacher and peers will be vital to helping each student develop their craft and pursue their vision. This course gives students an opportunity to create work to submit to colleges for admission to competitive animation programs. **Prerequisites:** Animation III

AC003Z Digital Photography I Honors

Grades 9, 10, 11, 12

2.5 credits

This course is an introduction to the digital camera as an art-making tool, with a focus on expressive, and compositional skills. This course will also explore the history of photography, and push them to investigate their own identity and culture through the photographic lens. In addition students will develop their skills in the use of AdobeLightroom, and learn about digital cameras, lenses and studio lights. Smartphone photography will also be infused in the curriculum. Students will present their work in small group critiques and in exhibitions. Digital cameras will be loaned to students who do not possess their own. **Prerequisites: None**

AC004Z Digital Photography II Honors

Grades 9, 10,11, 12

2.5 credits

This course allows students to further refine their skills in advanced digital imaging techniques, and to create compelling, well-composed images for commercial and fine art applications. Students will go deeper in exploring their personal interest in photography and advance their technical skills, using light, composition, camera settings, and digital editing software (Adobe Photoshop and Lightroom). Students may also shoot, develop and scan film. Students will study photographers from a wide variety of time periods, cultures and contexts. Activities may include a field trip or guest speaker. Students will create a portfolio website and make large format prints for exhibition. **Prerequisites:** Digital Photography I

AC005Z Digital Photography III Honors

Grades 10, 11, 12

2.5 credits

This course focuses on the students' development as a highly expressive digital photographer, utilizing advanced and experimental camera techniques. Students will study major contemporary photographers from a variety of cultures and backgrounds, and pursue independent sustained projects. Students will present their work in a digital portfolio and in in-person exhibitions. **Prerequisites:** Digital Photography II

AC039Z Digital Photography IV Honors

Grades 10, 11, 12

2.5 credits

This course focuses on the students' continued development as a highly expressive photographer, utilizing advanced and experimental camera techniques. Students will study major contemporary photographers from a variety of cultures and backgrounds, and pursue independent sustained projects. Students will present their work in a digital portfolio and in in-person exhibitions. Regular in-class and small group critiques with the teacher and peers will be vital to helping each student develop their craft and pursue their vision. **Prerequisites:** Digital Photography III

AC006Z Filmmaking I Honors

Grades 9, 10, 11, 12

2.5 credits

This course introduces students to the art of filmmaking. Students will study both the creative and technical aspects of this media and learn about historical and contemporary methods from around the world. Camera, audio, and digital media production will be emphasized through projects using Mirrorless cameras and Smartphones. Film editing will be done with Adobe Rush and Premiere Pro. Students will present their work in class critiques, as well as have an opportunity to screen their best work in the school's annual film and animation festival. **Prerequisites: None**

AC007Z Filmmaking II Honors

Grades 9, 10, 11, 12

2.5 credits

Building upon the foundations provided in Filmmaking I, students will complete challenging exercises to hone their skills as well as write, produce, direct and edit short films. The language of cinema, aesthetic decisions, and personal judgment will be emphasized. Documentary, narrative, and comedic content works will be shot with

advanced camera equipment, lights and microphones, and edited with Adobe Premiere Pro and AftereffectsVisiting Filmmakers will share their work with the class and introduce students to careers in cinema and multimedia production. By the end of this course students will have begun to develop and refine their own personal aesthetic. Students will present their work in class, as well as have an opportunity to show their best work in the school's annual film and animation festival, which they will help organize. **Prerequisites: Filmmaking**

AC030Z Filmmaking III Honors

Grades 10, 11, 12

2.5 credits

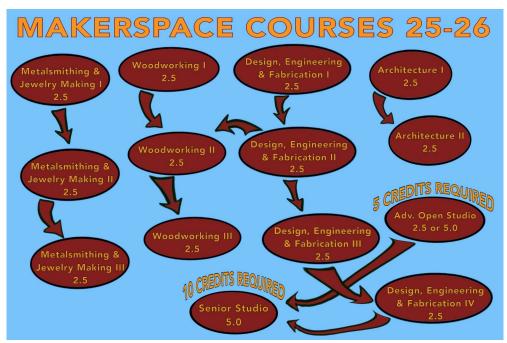
Students will produce one or more complete short films in one semester. Students may work in a larger crew, taking on a specific role, with crew positions mirroring that on a professional film set. Students will film on location, casting actors, and putting greater levels of effort into each shot. Advanced soundtracks may include voiceover, foley effects, and original music. Adobe Premiere and Aftereffects will be used for color grading and visual effects. Students will screen their work in the school's film festival and may use their work for application to film festivals and college film programs. **Prerequisites:** Filmmaking II

AC040Z Filmmaking IV Honors

Grades 10, 11, 12

2.5 credits

Students will produce one complete short film in one semester. Character development, world building, storytelling and thematic depth will be an emphasis of work produced in this course. Students may work in a larger crew, taking on a specific role, with crew positions mirroring that on a professional film set. Students will film on location, casting actors, and putting greater levels of effort into each shot. Advanced soundtracks may include voiceover, foley effects, and original music. Adobe Premiere and Aftereffects will be used for color grading and visual effects. Students will screen their work in the school's film festival and may use their work for application to film festivals and college film programs. Regular in-class and small group critiques with the teacher and peers will be vital to helping each student develop their craft and pursue their vision. **Prerequisites:** Filmmaking



AC029Z Architecture I - Honors

Grades 9, 10, 11, 12

2.5 credits

Discover the world of architecture in this hands-on, project-based course held in the Makerspace Lab. Explore drafting, design, and architectural styles and movements while creating models using Revit software, 3D printers, laser cutters, and traditional materials. Experience real-world architecture and express your creativity by designing spaces that reflect your unique vision. If you love designing, building, and learning how architecture shapes our world, this class is perfect for you! **Prerequisites:** None

AC031Z Architecture II - Honors

Grades 9, 10, 11, 12

2.5 credits

In Architecture II students will expand their technical skills and deepen their knowledge base. Students will advance from basic into more complex CADD software design methods, and begin to draft and create architectural models (both digitally and materially) that realize their own unique creative vision. The class will also continue to study architectural history, become familiar with a wide array of possible building materials, as well as green and net-zero building codes. **Prerequisites:** Architecture I

AC015Z Woodworking I - Honors

Grades 9, 10, 11, 12

2.5 credits

Woodworking I cultivates student's skills related to designing and fabricating small and medium sized wooden structures. These include boxes, cutting boards and furniture. We will use hand and power tools and work in an increasingly independent manner (once they have demonstrated that they can do so safely and confidently). Projects will be presented in a way that encourages problem solving and allows for students to design and build objects that are useful and of interest to the individual. Each finished project will be graded using a rubric that takes into account the student's understanding, effort, and execution. **Prerequisites:** None

AC022Z Woodworking II - Honors

Grades 9, 10, 11, 12

2.5 credits

Woodworking II further develops student's skills related to designing and fabricating larger, more complex wooden structures. Concepts related to housing construction will be introduced and individuals will design and build a scale model of a framed house. The class will also work collaboratively to build a full size shed. Students will also have the opportunity to complete projects of their own design. **Prerequisites:** Woodworking I or Design Engineering & Fabrication II

AC024Z Woodworking III - Honors

Grades 10, 11, 12

2.5 credits

Woodworking Three is an independent study that allows students to design and fabricate long term independent projects. In addition to creating their own original designs, students will also have opportunities to engage in building projects around the school that contribute to the community. Students can apply to participate in Woodworking III during any period of the school day. **Prerequisites:** Woodworking II

AC032Z Design, Engineering & Fabrication I - Honors

Grades 9, 10, 11, 12

2.5 credits

This class uses the full suite of AHS Makerspace resources to introduce students to the habits of mind and technical skills they will need to engage in engineering based problem solving, design and fabrication. Students will learn the basics of Computer Aided Drafting and Design (CADD) using software such as AutoCAD, Fusion 360, and SolidWorks. There will also be in depth instruction in woodworking, steel fabrication, and construction methods using 3D printers, laser cutters, and CNC machines. Principles of engineering will be embedded in hands-on design challenges and project work. **Prerequisites:** None

AC033Z Design, Engineering & Fabrication II - Honors

Grades 10, 11, 12

2.5 credits

This course builds on the skills and habits of mind learned in Design, Engineering and Fabrication I. Students will deepen their technical knowledge in woodworking, steel fabrication, and "clean room" fabrication (3D printers, laser cutters, and CNC machines), as well as CADD softwares (AutoCAD, Fusion 360, and SolidWorks, Blender, etc.). At the same time students will be given ample space and support to work independently and in collaboration with peers to develop and fulfill their own unique creative vision. This course can be taken for either Science or Visual Arts credit. Prerequisites: Design, Engineering & Fabrication I

AC034Z Design, Engineering & Fabrication III- Honors

Grades 10, 11, 12

2.5 credits

In this course architects and engineers come together to collaborate and inspire each other. While there will still be technical instruction in a variety of design and fabrication methods, the majority of the course will be devoted to coaching students through the completion of their own independent projects. **Prerequisites:** CADD I, Design, Engineering & Fabrication II, Architecture II or portfolio review and permission of Visual Arts Director.

AC035Z Design, Engineering & Fabrication IV- Honors

Grades 10, 11, 12

2.5 credits

D.E.F. IV gives students doing advanced work the opportunity to more fully commit to the realization of their own unique creative vision. Most work will be done independently by individuals and groups of students, with makerspace teachers providing coaching and support to help them achieve their goals. **Prerequisites:** CADD II or III, Design, Engineering & Fabrication III or portfolio review and permission of Visual Arts Director

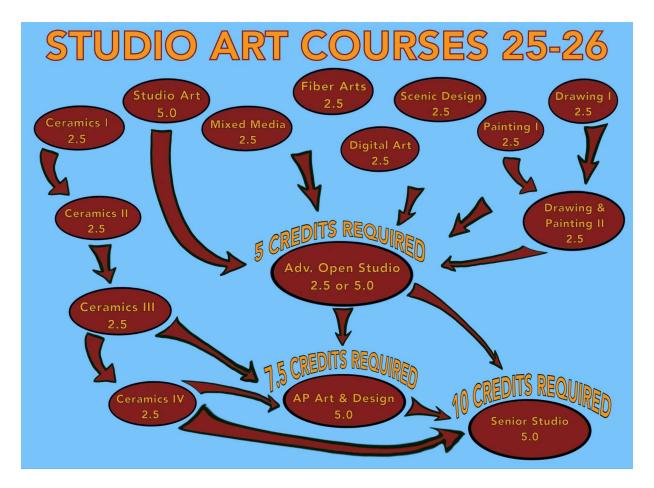
AC011C Metalworking & Jewelry Making I - Honors Grades 9, 10, 11, 12 2.5 credits
This class is an introduction to basic metalsmithing and jewelry making techniques with a focus on skill building, creativity, expression, and craftsmanship. Students will learn basic techniques such as sawing, cutting, soldering, riveting, hammering, polishing, and many more. Then they will use these techniques to craft their own designs out of copper, nickel, and brass.. These skills can be used to create jewelry such as rings, pendants, earrings, brooches, and bracelets, as well as other objects beyond jewelry such as figurines, stamps, boxes, coins, or anything else they can imagine. Prerequisites: None

AC020Z Metalworking & Jewelry Making II - HonorsGrades 9, 10, 11, 12

2.5 credits

This class builds on the skills learned in Metalsmithing and Jewelry Making I, with more focus on creativity, expression, and craftsmanship. Students will learn more advanced metalsmithing techniques such as casting, stone-setting,, chain-making, hinges, clasps, etching, enameling, and many more. Students will have much more opportunity to explore and create independent projects as they utilize the varied techniques they have learned. **Prerequisites:** Metalworking & Jewelry Making I

AC025Z Metalworking & Jewelry Making III - Honors Grades 10, 11, 12 2.5 credits Metalsmithing & Jewelry Making III is an independent study that provides the opportunity for experienced metalsmiths to spread their wings to develop their own artistic vision. The class structure will allow students to create their own projects and provide the coaching they need to realize their aesthetic and technical goals. Prerequisites: Metalworking & Jewelry Making II



AC3600Z Ceramics I Honors

Grades 9, 10, 11, 12

2.5 credits

This course introduces students to clay and the ceramic process. Students will learn basic techniques of handbuilding (pinch, coil and slab) and wheel throwing. Projects may be both functional and sculptural and a variety of surface techniques and glazing treatments will be introduced. **Prerequisites:** None

AC3603Z Ceramics II Honors

Grades 9, 10, 11, 12

2.5 credits

This course expands on the skills learned in Ceramics I. Students will explore more complex forms and engage in the artistic thinking process to explore deeper meaning in their work. Students are expected to maintain a digital portfolio that records their investigation, research, practice and overall artistic process. **Prerequisites:** Ceramics I

AC023Z Ceramics III Honors

Grades 10, 11, 12

2.5 credits

This advanced level course builds upon the foundations developed in Ceramics I and II. Students will be pushed to fully embrace their own creative process and vision. Student learning is self-driven and complete choice in the direction of study is encouraged. Students are expected to maintain a digital portfolio that records their investigation, research, practice and overall artistic process. **Prerequisites:** Ceramics II

AC026Z Ceramics IV Honors

Grades 10, 11, 12

2.5 credits

This course is an independent study in ceramics. Students will continue to explore new ideas and methods, but the paramount concern is to develop their own personal expression and voice in clay. This course will also expand upon students' technical knowledge and use of ceramics equipment, including glaze chemistry, kilns and firing techniques. Students are expected to maintain a digital portfolio that records their investigation, research, practice and overall artistic process. **Prerequisites:** Ceramics III

AC014Z Studio Art Honors

Grades 9, 10, 11, 12

5 credits

This course provides students with a chance to experiment with a wide variety of 2D and 3D media including drawing, painting, printmaking, sculpture, digital art and mixed media. Studio Art is designed to increase students' independence and confidence in their artmaking. Emphasis is placed on individualized instruction and on the ability of students to make informed decisions about materials and themes. Students study a range of historical periods and contemporary art styles and are encouraged to explore complex ideas in their art. Work will be shared, critiqued and exhibited regularly, and a digital portfolio will be created and maintained throughout the year. **Prerequisites:** None

AC8208Z Set Design Honors

Grades 9,10,11,12

5 credits

In the Scenic Design course, students will develop essential skills in drawing, painting, model making, and storyboarding, all of which are vital for creating effective stage environments. The curriculum emphasizes both practical training and analytical research, allowing students to conduct historical and visual research while collaborating with other theater disciplines. Students will engage in script analysis, digital and analog sketching, drafting, scene painting, and model work, which are foundational skills necessary for effective design communication. The course also focuses on theoretical projects, where students will explore design in multiple mediums and analyze scripts for their creative potential. By participating in the design process for the fall play, spring musical, and student-directed one acts, students will contribute to the drama department's artistic vision, creating set pieces and props that enhance the storytelling experience. Through these hands-on experiences, students will not only refine their craft but also learn to work collaboratively and think critically as subjective artists in the world of theater .**Prerequisites:** None

AC041Z Digital Art Honors

Grades 9, 10, 11, 12

2.5 credits

In this digital drawing course, students will immerse themselves in the world of digital art using the Procreate app on iPads. The curriculum is designed to cover essential skills such as digital drawing, inking, illustration, painting, collage, and character design. Students will learn to navigate Procreate's variety of tools, experimenting with various brushes and techniques to create guided and independent artworks. In this course, students will develop their unique artistic style while gaining a solid understanding of the principles of design and composition. By the end of the course, students will not only enhance their technical abilities but also cultivate their creativity and confidence as digital artists. **Prerequisites:** none

ACXXXXZ Mixed Media Honors

Grades 9, 10, 11, 12

2.5 credits

Mixed Media is designed for students who want to explore a wide variety of techniques in the area of sculpture (3D) as well as projects that integrate 2D and 3D processes. Materials and techniques include assemblage, wire, found object construction, installations, public art, fiber arts, puppet making and other traditional and non-traditional methods of art making. Students are introduced to contemporary and historical artists and issues in visual art across cultures. They work both independently and collaboratively to complete creative works ready for critique and exhibition. Students are expected to maintain a digital portfolio for documentation of their process, write about and engage in research related to their own work and the art of others. **Prerequisites:** None

AC036Z Fiber Arts Honors

Grades 9, 10, 11, 12

2.5 credits

In this semester course we will experiment with a variety of 2D and 3D fiber arts techniques, such as hand sewing, machine sewing, needle felting, textile collage, quilting, embroidery, weaving, upcycling fabrics and more. We will explore the history and processes of textiles across cultures and time periods, and make connections to contemporary artists and makers. We will focus on traditional techniques to create functional pieces, while also exploring innovative ways to combine materials and see how fiber arts can relate to other materials such as paint, collage, ink, ceramics, wood and other mixed media. Sewing machine basics will be introduced, though most techniques will be done by hand. There will be opportunities to work collaboratively and exhibit our work. Concepts surrounding storytelling, sustainability, community, tradition and more will be explored. **Prerequisites:** None

AC009Z Drawing I Honors

Grades 9, 10, 11, 12

2.5 credits

Drawing I provides an introduction to the foundational skills of drawing using a wide range of media and contemporary methods with a focus on line, values, edges, perspective, and form. We will first develop a strong foundational base of understanding the elements that make up a drawing and then students will be able to explore open concepts and themes while strengthening and expanding their skills to communicate bigger ideas. Students will develop skills in analyzing and discussing artwork as they study and research a range of artists' drawings, styles, methods, and processes. **Prerequisites:** None

AC043Z Painting I Honors

Grades 9, 10, 11, 12

2.5 credits

This half year 2D studio course is made for students who want to explore and expand upon traditional and contemporary approaches to drawing and painting. Students will develop skills in a variety of painting techniques and materials while exploring artistic voice and vision through choice based themes and open ended projects. We will experiment in depth with color and composition, with additional focus on the use of line, form, edges, and space to create dynamic artworks. We will explore acrylic and watercolor in depth. After completing a series of skill building exercises students will explore personal interests in themed based work in the media of their choice. Critiques, collaborative artmaking, class discussions, digital portfolio creation, and presentation will be essential elements of the class, with an emphasis on both process and product. **Prerequisites:** None

AC019Z Drawing and Painting II Honors

Grades 9, 10, 11, 12

2.5 credits

The knowledge and skills learned in Drawing and Painting I will be expanded in Drawing and Painting II. Students use a variety of two and three-dimensional materials to explore thematic, choice based works. Students learn how today's artists push the boundaries of traditional drawing and painting to include mixed media, collaborative projects, and subjects and themes that are inspired by the artist's personal experiences and beliefs. Hands-on studio work is supported by presentations of contemporary artists' work, technical demonstrations, class discussions, readings, and group critiques. Critiques, collaborative artmaking, class discussions, digital portfolio creation, and presentation will be essential elements of the class, with an emphasis on both process and product. **Prerequisites:** Drawing I or Painting I

AC3105Z Advanced Open Studio Honors

Grade 10, 11, 12

2.5 or 5 credits

This year-long course provides students with the independent studio space and instruction they need to continue improving their skills and developing their own artistic vision. Through independent projects in the media of their choice, collaborative assignments, class skill builders and academic studies, students will create a body of work showcasing their ability to create, reflect, respond, and connect to the art world. Students who take this class will work in a supported manner in materials of their choosing including 2D, 3D, digital, and mixed media work. This open studio style course allows students to develop their ideas and practice in a supportive environment. Students will build a portfolio and accompanying website that will be the basis for potential college applications or as a supplement for other post-high school opportunities. Students will have periodic portfolio reviews with visual art department staff as well as various art school representatives for valuable feedback about their work and the growth of their artistic voice. In addition students will build fluency in their ability to discuss and critique visual art by researching art historical and contemporary movements, and by participating verbally and in writing in critiques of their own artwork and of that of their peers. Each year there will be at least one day-long field trip to visit contemporary art exhibits in the Boston area. **Prerequisites:** Five Visual Arts credits in any area of the Visual Arts Department.

AC4002Z Advanced Placement Art & Design Honors

Grades 11, 12

5 credits

In this course students spend the year developing a portfolio for submission to the College Board's AP Art exam. First students choose a curriculum strand: Drawing, 2D or 3D Design. They then create a portfolio that includes a coherent body of work demonstrating their creative vision as well as a sustained investigation (through writing, in process sketching and finished artworks) of a media and/or theme in art history. In May, students submit a digital portfolio as their exam. As this is a rigorous, college-level class, students are expected to complete summer pre-work, and continue working on their art afterschool and on weekends. **Prerequisites:** 7.5 Visual Arts credits or portfolio review and permission of the Director of Visual Arts.

AC4130 Senior Studio Honors

Grade 12

5 credits

Senior Studio is designed for students to pursue their own interests and passions while becoming familiar with the opportunities and demands of the contemporary visual arts world. In this year-long course, students will work both individually and collaboratively on projects of their own design. Interdisciplinary and community oriented projects will be strongly encouraged. The course instructor will play a coaching role, supporting students' project work and holding them accountable to their own standards and timelines that they have set for themselves and their peers. In addition, significant time will be devoted to looking at and discussing contemporary art, and there will be at least one day-long field trip to visit contemporary art exhibits in the Boston area. **Prerequisites:** 10 Visual Arts credits or portfolio review and permission of the Director of Visual Art

World Languages

The world languages program supports students in developing proficiency in a language other than English and in understanding the cultures where those languages are spoken, in order to become responsible global citizens. At Arlington High School, students may choose to study from among five* modern and classical world languages: French, Italian, Latin, Mandarin, and Spanish.

Language courses stress a proficiency approach, with emphasis on the context and purpose of communication through the three modes: *Interpersonal* (two-way, unrehearsed communication between individuals); *Interpretive* (one-way communication using receptive skills of listening and reading); and *Presentational* (one-way communication using productive skills of speaking and writing).

The target language is the language of instruction and primary means of communication in modern language courses. Latin courses also deal with oral aspects of the language, but greater stress is on reading, grammar, and vocabulary development.

Students are required to complete two years of language study for graduation, however three consecutive years of study of the **same language** is required by most colleges. For this reason, students who choose to change their language after only one year of study may only do so with approval from the Administration (World Language Director, Principal, or Designee). Students who enroll in AP courses are expected to take the AP exam in May. AP Exams are intended for students who have completed the corresponding course at AHS.

World language courses are in a sequence which requires completion of each level to progress to the next level in the same language. Rising 9th graders who successfully completed an 8th grade world languages course in middle school enroll in level 2 of that language.

*Level 1 language courses are offered based on enrollment.

Heritage speakers who wish to study that language at AHS should be assessed for placement. Please contact dcarney@arlington.k12.ma.us to schedule.

Students who are interested in the **Massachusetts Seal of Biliteracy** should consider studying a language through their senior year.

French

Levels	Advanced Placement Honors		Curriculum A	
Grade		ML1015Z French 1 #	ML1015Z French 1 #	
9		ML2105Z French 2	ML2205Z French 2	
Grade		ML2105Z French 2 #	ML2205Z French 2 #	
10		ML3105Z French 3	ML3205Z French 3	
Grade		ML3105Z French 3 #	ML3205Z French 3 #	
11		ML4105Z French 4	ML4205Z French 4	
Grade	ML5005Z Advanced	ML4105Z French 4 #	ML4205Z French 4 #	
12	Placement French Language	ML5115Z French 5: French	ML5114Z French 5: French	

	& Culture	Cinema	Cinema
1			

Denotes the sequence for those students who begin the study of that language in high school.

★ ML1015Z French 1 – Introductory

5 credits

This is an introductory course designed for first-year students who begin the study of French in High School. This course develops basic proficiency in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of French, as well as to develop understanding of cultures of French speaking countries. The proficiency target for the end of this course is Novice High: students will be able to participate in direct conversations with simple sentences and to satisfy some basic needs.* Students have the option of earning Honors Credit through more challenging research and project work.

ML2205Z French 2 – Curriculum A ML2105Z French 2 – Honors

5 credits 5 credits

This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of French, and deepens understanding of cultures of French speaking countries. The proficiency target for the end of this course is Intermediate Low: students will be able to handle basic uncomplicated communication needed in daily life, starting to combine language to express their own thoughts, using sentences and strings of sentences.

ML3205Z French 3 – Curriculum A ML3105Z French 3 – Honors

5 credits 5 credits

This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of French, and deepens understanding of cultures of French speaking countries. The proficiency target for the end of this course is Intermediate Mid (beginning): students will be able to handle basic uncomplicated communication needed in daily life, askins and answering original questions, creating with

language to express their own thoughts, using strings of more complex sentences.

ML4205Z French 4 – Curriculum A ML4105Z French 4 – Honors

5 credits 5 credits

This advanced intermediate course builds upon and expands students' proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of French, and deepens understanding of cultures of French speaking countries. The proficiency target for the end of this course is Intermediate Mid (continuing): students will be able to handle basic uncomplicated communication needed in daily life, askins and answering original questions, creating with language to express their own thoughts, on an increasingly broad variety of topics, using strings of more complex sentences.

ML5114Z French 5: French Cinema – Curriculum A ML5115Z French 5: French Cinema – Honors

5 credits 5 credits

This advanced course builds upon and expands students' at the advanced level in the three modes of communication (interpretive, interpersonal and presentational) through the study French and Francophone cinema. Students watch and analyze films on different themes, review original novels and/or short stories on which the films were based, read film analyses, and develop and present their own opinions in written and oral presentations. The proficiency target for the end of this course is Intermediate High: students will be increasingly able to actively participate in conversations, narrate in past, present, and future with some control, and communicate in paragraphs with suitable accuracy and confidence.

ML5005Z Advanced Placement French Language & Culture

5 credits

This college-level course builds upon and expands students' proficiency at the advanced level in the three modes

of communication (interpretive, interpersonal and presentational). Students read and critique novels, plays, articles, orations, and films, and address cultural perspectives through analysis and description of literature, historical documents, music, dance and theatre. The proficiency target for the end of this course is Intermediate High: students will be able to actively participate in conversations, narrate in past, present, and future with control, and communicate in paragraphs with suitable accuracy and confidence.

Students selecting AP courses must take the corresponding College Board AP course in May in order to receive AP credit for the class.

Italian

Levels	Advanced Placement	Honors	Curriculum A	
Grade 9		ML1020Z Italian 1	ML1020Z Italian 1	
Grade 10		ML2120Z Italian 2	ML2220Z Italian 2	
Grade 11		ML3120Z Italian 3	ML3220Z Italian 3	
Grade 12		ML4120Z Italian 4	ML4220Z Italian 4	

Arlington does not offer Italian at the middle school level. The high school program begins at level 1.

★ ML1020Z Italian 1 – Introductory

5 credits

This is an introductory course designed for first-year students who begin the study of Italian in High School. This course develops basic proficiency in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Italian, as well as to develop understanding of Italian culture. The proficiency target for the end of this course is Novice High: students will be able to participate in direct conversations with simple sentences and to satisfy some basic needs.

* Students have the option of earning Honors Credit through more challenging research and project work.

ML2220Z Italian 2 – Curriculum A ML2120Z Italian 2 – Honors

5 credits 5 credits

This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Italian, and deepens understanding Italian culture. The proficiency target for the end of this course is Intermediate Low: students will be able to handle basic uncomplicated communication needed in daily life, starting to combine language to express their own thoughts, using sentences and strings of sentences.

ML3220Z Italian 3 – Curriculum A ML3120Z Italian 3 – Honors

5 credits 5 credits

This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Italian, and deepens understanding of Italian culture. The proficiency target for the end of this course is Intermediate Mid (beginning): students will be able to handle basic uncomplicated communication needed in daily life, askins and answering original questions, creating with language to express their own thoughts, using strings of more complex sentences.

ML4220Z Italian 4 - Curriculum A

5 credits

ML4120Z Italian 4 - Honors

5 credits

This advanced intermediate course builds upon and expands students' proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Italian, and deepens understanding of Italian culture. The proficiency target for the end of this course is Intermediate Mid (continuing): students will be able to handle basic uncomplicated communication needed in daily life, askins and answering original questions, creating with language to express their own thoughts, on an increasingly broad variety of topics, using strings of more complex sentences.

Latin

Levels	Advanced Placement Honors		Curriculum A	
Grade		CL1015Z Latin 1 #	CL1015ZLatin 1 #	
9		CL2105Z Latin 2	CL2205Z Latin 2	
Grade		CL2105Z Latin 2 #	CL2205Z Latin 2 #	
10		CL3105Z Latin 3	CL3205Z Latin 3	
Grade		CL3105Z Latin 3 #	CL3205Z Latin 3 #	
11		CL4105Z Latin 4	CL4205Z Latin 4	
Grade 12	CL5026Z Advanced Latin, Dual Enrollment	CL4105Z Latin 4 #	CL4205Z Latin 4 #	

[#] Denotes the sequence for those students who begin the study of that language in high school.

♦ CL1015Z Latin 1 – Introductory

5 credits

This is an introductory course designed for first-year students who begin the study of Latin in High School. This course develops reading comprehension of Latin texts, primarily narratives written for the modern student, as well as to develop an understanding of the people and contributions of the early Roman Empire. The proficiency target for the end of this course is Novice High: students will be able to read and interpret texts and develop oral proficiency in Latin to support comprehension and skills in reading and writing.

CL2205Z Latin 2 – Curriculum A CL2105Z Latin 2 – Honors

5 credits 5 credits

This course builds upon and expands students' reading comprehension at the intermediate level in Latin, deepens understanding of social structures of the Roman Empire, and engages students in linguistic comparisons between English and Latin. The proficiency target for the end of this course is Intermediate Low: students will be able to read and interpret texts and increased oral proficiency in Latin to support comprehension and skills in reading and writing.

CL3205Z Latin 3 – Curriculum A CL3105Z Latin 3 – Honors

5 credits 5 credits

This course builds upon and expands students' reading comprehension at the intermediate level in Latin, deepens understanding of social structures of the Roman Empire, engages students in linguistic comparisons between English and Latin and identifying aspects of Greco-Roman culture in art, architecture and literature. The proficiency target for the end of this course is Intermediate Mid (beginning):students will be able to demonstrate comprehension of the main idea and some supporting details on familiar topics from a variety of texts, and developing oral proficiency in Latin to support comprehension and skills in reading and writing.

CL4205Z Latin 4 – Curriculum A CL4105Z Latin 4 – Honors

5 credits 5 credits This advanced course expands students' reading comprehension and translation at the intermediate level in Latin, including major genres such as satire and lyric poetry. The course deepens understanding of social structures and institutions of the Roman Empire, engages students in linguistic comparisons between English and Latin, and identifying aspects of Greco-Roman culture in art, architecture and literature. The proficiency target for the end of this course is Intermediate Mid (continuing):students will be able to demonstrate increasing comprehension of the main idea and some supporting details on familiar topics from a variety of texts, and developing oral proficiency in Latin to support comprehension and skills in reading and writing.

CL5026Z Advanced Latin, Dual Enrollment

Grade 12

5 credits

Curriculum for this course continues to introduce students to more advanced Latin literature and offers the student texts of greater complexity. In addition to increased power in grammar and vocabulary, students will also gain a greater understanding of the cultural influence of Rome on Western civilization.

This is a college level course offered at Arlington High School through a partnership with University of Massachusetts Boston. All students taking the will receive a grade at the AP weight for the course on their Arlington High School transcript. Additionally, students may opt to pay a nominal fee of \$184 for three UMB credits. Students with free/reduced lunches can take the course for credit at a greatly reduced fee (See WL Director Dawn Carney.) Typically, colleges will accept the UMB credits with a grade for transfer credit.

Mandarin

Levels	els Advanced Placement Honors		Curriculum A	
Grade		ML1000Z Mandarin 1 #	ML1000Z Mandarin 1 #	
9		ML2115Z Mandarin 2	ML2215Z Mandarin 2	
Grade		ML2115Z Mandarin 2 #	ML2215Z Mandarin 2 #	
10		ML3115Z Mandarin 3	ML3215Z Mandarin 3	
Grade		ML3115Z Mandarin 3 #	ML3115Z Mandarin 3 #	
11		ML4115Z Mandarin 4	ML4215Z Mandarin 4	
Grade		ML4115Z Mandarin 4	ML4215Z Mandarin 4	
12		ML5115Z Mandarin 5	ML5415Z Mandarin 5	

[#] Denotes the sequence for those students who begin the study of that language in high school.

★ ML1000Z Mandarin 1 – Introductory

5 credits

This is an introductory course designed for first-year students who begin the study of Mandarin in High School. This course develops basic proficiency in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Mandarin, as well as to develop understanding of Chinese culture. The proficiency target for the end of this course is Novice High, with students able to participate in direct conversations with simple sentences and to satisfy some basic needs. Students will be able to use the pinyin spelling system to support comprehension of Chinese characters, use basic Chinese characters and comprehend the four different tones of Mandarin. * Students have the option of earning Honors Credit through more challenging research and project work.

ML2215Z Mandarin 2 – Curriculum A ML2115Z Mandarin 2 – Honors

5 credits 5 credits

This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Mandarin, and deepens understanding of Chinese culture. The proficiency target for the

end of this course is Intermediate Low, with students able to handle basic uncomplicated communication needed in daily life, starting to combine language to express their own thoughts, using sentences and strings of sentences. Students will be able to use the pinyin spelling system to support comprehension of Chinese characters, use basic Chinese characters and comprehend the four different tones of Mandarin.

ML3215Z Mandarin 3 – Curriculum A ML3115Z Mandarin 3 – Honors

5 credits 5 credits

This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Mandarin, and deepens understanding of Chinese culture. The proficiency target for the end of this course is Intermediate Mid (beginning), with students able to handle basic uncomplicated communication needed in daily life, asking and answering original questions, creating with language to express their own thoughts, and using strings of more complex sentences. Students will be able to use the pinyin spelling system to support comprehension of Chinese characters, use basic Chinese characters and comprehend the four different tones of Mandarin.

ML4215Z Mandarin 4 – Curriculum A ML4115Z Mandarin 4 – Honors

5 credits 5 credits

This continuing intermediate course builds upon and expands students' proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Mandarin, and deepens understanding of Chinese culture. The proficiency target for the end of this course is Intermediate Mid (continuing), with students able to handle basic uncomplicated communication needed in daily life, asking and answering original questions, creating with language to express their own thoughts, on an increasingly broad variety of topics, using strings of more complex sentences.

Students will be able to use the pinyin spelling system to support comprehension of Chinese characters, use basic Chinese characters and comprehend the four different tones of Mandarin.

ML5415Z Mandarin 5 – Curriculum A ML5115Z Mandarin 5 – Honors

5 credits 5 credits

This advanced intermediate course builds upon and expands students' proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Mandarin, and deepens understanding of Chinese culture. The proficiency target for the end of this course is Intermediate Mid (high), with students able to handle basic uncomplicated communication needed in daily life, asking and answering original questions, creating with language to express their own thoughts, on an increasingly broad variety of topics, using strings of more complex sentences.

Students will be able to use the pinyin spelling system to support comprehension of Chinese characters, use basic Chinese characters and comprehend the four different tones of Mandarin.

Spanish

Levels	Advanced Placement	Honors Curriculum A	
Grade		ML1010Z Spanish 1 #	ML1010Z Spanish 1 #
9		ML2101Z Spanish 2	ML2210Z Spanish 2
Grade		ML2110Z Spanish 2 #	ML2210Z Spanish 2 #
10		ML3110Z Spanish 3	ML3210Z Spanish 3
Grade 11		ML3110Z Spanish 3 # ML3210Z Spanish ML4110Z Spanish 4 ML4210Z Spanish	

GradeML5305Z AdvancedML4110Z Spanish 4 #ML4210Z Spanish 4 #12Placement SpanishML5110Z Spanish 5: Spanish 5: Spanish 5: Spanish 5: Spanish 6: Spanish 5: Spanish 5: Spanish 6: Spanish 5: Spanish 6:	nish
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[#] Denotes the sequence for those students who begin the study of that language in high school.

★ ML1010Z Spanish 1 – Introductory

5 credits

This is an introductory course designed for first-year students who begin the study of Spanish in High School. This course develops basic proficiency in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Spanish, as well as to develop understanding of cultures of Spanish speaking countries. The proficiency target for the end of this course is Novice High: students will be able to participate in direct conversations with simple sentences and to satisfy some basic needs. * Students have the option of earning Honors Credit through more challenging research and project work.

ML2210Z Spanish 2 – Curriculum A ML2110Z Spanish 2 – Honors

5 credits 5 credits

This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Spanish, and deepens understanding of cultures of Spanish speaking countries. The proficiency target for the end of this course is Intermediate Low: students will be able to handle basic uncomplicated communication needed in daily life, starting to combine language to express their own thoughts, using sentences and strings of sentences.

ML3210Z Spanish 3 – Curriculum A ML3110Z Spanish 3 – Honors

5 credits 5 credits

This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Spanish, and deepens understanding of cultures of Spanish speaking countries. The proficiency target for the end of this course is Intermediate Mid (beginning): students will be able to handle basic uncomplicated communication needed in daily life, asking and answering original questions, creating with language to express their own thoughts, using strings of more complex sentences.

ML4210Z Spanish 4 – Curriculum A ML4110Z Spanish 4 – Honors

5 credits 5 credits

This advanced intermediate course builds upon and expands students' proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Spanish, and deepens understanding of cultures of Spanish speaking countries. The proficiency target for the end of this course is Intermediate Mid (continuing): students will be able to handle basic uncomplicated communication needed in daily life, asking and answering original questions, creating with language to express their own thoughts, on an increasingly broad variety of topics, using strings of more complex sentences.

ML5210Z Spanish 5: Spanish Cinema – Curriculum A ML5110Z Spanish 5: Spanish Cinema – Honors

5 credits

This advanced course builds upon and expands students' developing proficiency at the advanced level in the three modes of communication (interpretive, interpersonal and presentational) through the study of Spanish and Hispanic cinema. Students watch and analyze films from different geographical areas of the Spanish-speaking world, review original novels and/or short stories on which the films were based, read film analyses, and develop and present their own opinions in written and oral presentations. The proficiency target for the end of this course is Intermediate High: students will be increasingly able to actively participate in conversations, narrate in past, present, and future with some control, and communicate in paragraphs with suitable accuracy and confidence.

ML5305Z Advanced Placement Spanish Language

5 credits

This college-level course builds upon and expands students' proficiency at the advanced level in the three modes of communication (interpretive, interpersonal and presentational). Students read and critique novels, plays, articles, orations, and films, and address cultural perspectives through analysis and description of literature, historical documents, music, dance and theatre. The proficiency target for the end of this course is Advanced Low: students will be able to actively participate in conversations, narrate in past, present, and future with control, and communicate in paragraphs with suitable accuracy and confidence.

Students selecting AP courses must take the corresponding College Board AP course in May in order to receive AP credit for the class.

Seal of Biliteracy

The **MA Seal of Biliteracy** is a graduation distinction that encourages students to pursue literacy in two or more languages, honors the language skills our students attain, and serves as evidence of skills that are attractive to future employers and college admissions offices. Students meeting the Massachusetts Department Elementary and Secondary Education requirements for the Seal of Biliteracy will receive this designation in the form of an insignia affixed to their transcript or diploma during senior year. Arlington also partners with the Language Opportunity Coalition to offer supporting biliteracy awards. Additional information can be found HERE.

AHS offers testing to students starting in their junior year with information provided to students in grades 11-12 annually.

World Languages Electives

The following courses are open to **sophomores**, **juniors and seniors** as electives, and do not count toward the two year language graduation requirement.

Digital Language Courses - Honors

Students who are interested in learning a language that is not currently offered at Arlington High School may enroll in a fee-based, online, independent-study course through Brigham and Young University Independent Study program. These courses are most successful for students who are highly motivated, independent and active learners; possess strong organizational and time management skills; have discipline to study without external reminders; and can adapt to new learning environments.

Registration payment to Brigham and Young University is required before the school year begins to reserve a place in the course; students may also be required to purchase a textbook. Students must have the approval of a school counselor and the World Languages Director prior to enrolling in a course.

Please note there is a fee associated with this course. If interested please contact Dawn Carney, Director of World Languages.

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OL7011Z American Sign Language 1 – Part 1 (5 credits)
OL7021Z American Sign Language 1 – Part 2 (5 credits)
OL7031Z American Sign Language 2 – Part 1 (5 credits)
OL7041Z American Sign Language 2 – Part 2 (5 credits)
OL7012Z German 1 – Part 1 (5 credits)
OL7022Z German 1 – Part 2 (5 credits)
OL7013Z German 2 – Part 1 (5 credits)
OL7023Z German 2 – Part 2 (5 credits)
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OL7014Z Japanese 1 – Part 1 (5 credits)
OL7024Z Japanese 1 – Part 2 (5 credits)
OL7015Z Japanese 2 – Part 1 (5 credits)
OL7025Z Japanese 2 – Part 2 (5 credits)
OL7018Z Korean 1 – Part 1 (5 credits)
OL7028Z Korean 1 – Part 2 (5 credits)
OL7019Z Korean 2 – Part 1 (5 credits)
OL7029Z Korean 2 – Part 2 (5 credits)
OL7029Z Korean 1 – Part 2 (5 credits)
OL7026Z Russian 1 – Part 1 (5 credits)
OL7026Z Russian 1 – Part 1 (5 credits)
OL7017Z Russian 2 – Part 1 (5 credits)
OL7027Z Russian 2 – Part 2 (5 credits)
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Technology, Self-Directed Courses and Miscellaneous Electives

Levels	Curriculum A	Ungraded courses
Grade 9		FR9999Z Freshman Seminar
Grades 9, 10, 11, 12	Massive Open Online Courses (MOOC)	
Grades 11, 12	IN5001Z Academic Internships	CD6000Z Technology Intern AP9999Z AP Seminar

Massive Open Online Course (MOOC)

Grade 12

1.25 credits

Arlington High School is piloting the use of Massive Open Online Courses (MOOCs) to expand our offerings. As the online world gives us access to courses, content, and teachers all around the world, we are working to discover new ways to take advantage of this potential.

A MOOC may be proposed by Faculty or Students (Juniors and Seniors). The courses we are using are offered through Coursera (www.coursera.org). We may expand to other providers in the future. Course proposals will be evaluated by administration based on students served, whether they enhance our existing offerings, the quality and appropriateness of the content, and school resources available. As Coursera courses vary in terms of their scope and rigor, they may be approved for from 0.5 to 5 credits. Most will be offered at the AP level weight. MOOCs at Arlington High School require a combination of participation in the online activities, supervision by an approved faculty member, and weekly one-hour mandatory meetings after school. Upon completion of the 6 week course, students will be awarded a completion certificate from Coursera, and a grade to appear on their AHS transcript. All required materials and fees will be paid by AHS.

If you are interested, send a proposal to the Principal stating:

- 1. The course you are interested in
- 2. The names of any interested students or faculty
- 3. The reason for choosing this course (students served, enhancement of our offerings, quality/appropriateness of the content)
- 4. A proposed timeline

5. A statement of resources needed (budget, equipment, facilities, time, schedule)

IN5001Z Academic Internship

Grades 11, 12

2.5 credits

Academic Internships allow seniors and juniors to pursue an area of interest in a community-based work situation. Participation in the program will require an application and placement in an appropriate work situation as deemed by Arlington High School and the internship Coordinator. Through this program, eligible seniors and juniors will be released for the last period of the day for one semester to participate in a 5-hour per week internship off-site. Students will present a completed project at a public showcase at the end of the semester. Students will receive a grade and 2.5 credits, at honors weight upon, successful completion of the program.

Further information, including a listing of approved internship placement sites and the application will be available during course selection. Please contact Nicole Eidson (neidson@arlington.k12.ma.us) with questions. We welcome recommendations of possible internship sites.

AP9999Z AP Seminar No credits

Students who are taking AP courses can take this seminar class for no credit. It provides an opportunity for students to support each other, work together in Study Groups, and collaborate on projects. Students will be assigned to a designated workspace provided just for them.

FR9999Z Freshman Seminar

Grade 9

No credits

Grade 9 students will have two sessions per cycle, scheduled opposite their 9th-grade PE classes. These sessions are dedicated to directed study, providing students with two opportunities each week to finish assignments, take breaks, and connect with teachers. Some orientation activities and skill development programs are also offered during this time to support their transition into high school. The sessions cover School Counseling seminars, Media Center activities, and Stress Management.

The Workplace Alternative Program

The Workplace alternative program, housed on the campus of Arlington High School, has three major components: academic, social/emotional support, and community involvement. The core curriculum meets the requirements of graduation from Arlington High School and is in alignment with the frameworks in Massachusetts. The academic component covers English, history, mathematics, science, and physical education. Social/emotional support is offered through the Omni course, small class sizes, and continued support from trained counselors, (Arlington High School Counseling and Arlington Youth Consultation Center). Also, in addition to their role as teachers, the Workplace faculty also serves as academic and career advisors. The Workplace program takes on many community service projects throughout the year with the goal of creating a sense of investment and pride in Arlington.

Workplace is a relationship-based program. Therefore, students who enter this program must be able to form meaningful relationships with adults. Students who are not appropriate for this program are those who are drug addicted, unwilling to participate in their own education, and those who are not committed to change. This program is a choice for the student to decide who they are and who they will become and that academic pursuit is worthwhile. The student decides that his or her attitude, behavior, and/or belief systems are open to change and the student is willing to explore and keep their options open for the future.

Workplace is an alternative regular education program at AHS to meet the needs of those students who benefit from learning in a different environment than the one provided in the traditional high school. The Workplace focuses primarily on relationship building within the parameters of academic growth, social responsibility, emotional health, community awareness, and career possibilities. Classes for Workplace students are small, individualized and structured. The Workplace program offers a combination of challenging classroom experiences and specialized services. A major component of the program is centered in the Omni Class where students work on self-awareness, group trust, leadership, and community service.

Placement Procedures and Criteria

Interested students are admitted to the program through an interview process involving the student, the student's parent(s) and/or guardian(s), the Workplace staff and interested parties such as the student's School counselor or referring faculty member. Students may be referred to the program from various sources from within the school including the AHS Student Support Team. A student may inquire about the program through his or her school counselor. Spaces are limited and, therefore, admittance to the program is not always possible. Students who enter this program do so voluntarily with a commitment to the program ideals of academic achievement and planning toward the pursuit of a productive future after graduating from high school. All admissions are on a trial basis and continued participation in the program is contingent upon compliance with the contractual obligations.

In general, the students in the Workplace meet the following criteria:

- The student is of average or above average cognitive ability.
- The student is seeking post high school education, whether it is college, continued academic pursuit, or vocational setting.
- The student shows motivation to improve skills and complete high school.
- The student agrees to the program contract.

Workplace Course Offerings

English, History, and Science courses are offered at the Curriculum A level. Mathematics is at the Curriculum B level, all of which satisfy the Massachusetts Curriculum Frameworks. Curriculum matches topics offered in traditional academic courses at Arlington High School.

Levels	ELA	Math	History	Science	Electives
Grade 9	TW1210Z English 1	TW1320Z Algebra 1-Curr. A			TW1277Z Wellness TW9091 OMNI-A TW9092 OMNI-B
Grade 10	TW2210Z English 2		TW3245Z US History I	TW2215Z Biology	
Grades 11, 12	TW3210Z English 3	TW2320Z Geometry B	TW3246Z US History II	TW1230Z Earth Science	
Grade 12	TW4210Z English 4	TW1310Z Math Applications B	TW3240Z History of Arlington		

Specialized Programs

In order to offer a comprehensive continuum of programming for young adults with disabilities, Arlington Public Schools has developed several specialized programs that provide combinations of specialized programming and support within the general educational setting. Facilitated with support including special education teachers, tutors, teaching assistants, speech/occupational/physical therapists, and social workers, identified students are able to prepare for post-secondary transition to college, and/or employment situations. We offer both a diploma and a Life Skills track for students. Through the evaluation team, the IEP process, and recommendations, students are found eligible for one of the specialized programs that have a disability diagnosis and academic

profile that fits a particular program.

- Reach (Supported Learning Center A) typically serves students with Autism Spectrum Disorders and
 with similar/related neurological disorders with needs based primarily around lagging skills in
 executive functioning, social cognition and emotional regulation, and sensory processing. The
 program modifies the curriculum to meet student's individual needs and focuses on building student's
 executive functioning, self-regulation and social skills.
- Summit (Supported Learning Center B) primarily serves students who may present with complex trauma, mood instability, impulsivity, lagging academic skills, and executive functioning weaknesses.
 The important functional concern is their inability to access the curriculum based on their social/emotional needs and/or struggles with self-regulation and communication. The program team utilizes a variety of individualized tools to build students' executive functioning capacity, coping skills and academic endurance.
- Compass (Supported Learning Center C) largely serves students with cognitive and intellectual
 profiles that require significant modifications in order to access the curriculum and students often
 have impairments in adaptive functioning (communication, social skills, personal independence, and
 school or work functioning.) The program team focuses on building students' functional academics
 and life skills.
- The Compass + (18-22) Program is designed to support students aged 18-22 who have fulfilled the requirements for a certificate of completion but still require ongoing assistance to progress towards their post-secondary goals. The program is housed within Arlington High School and students have access to academic classrooms, the life skills lab, and the school cafe and print shop. The program emphasizes skill generalization in the least restrictive environment the community. Students receive individualized support to engage in community work sites, access community resources, and further develop self-determination skills for active participation in their Individualized Education Program (IEP) teams.

Courses offered in specialized programs

ELA

- Language Arts I
- Language Arts II
- Language Arts III
- Language Arts IV
- Life Skills Language Arts
- Contemporary Literature
- American Literature

History

- Modern World History
- US History I
- US History II

Math

- Algebra I
- Geometry
- Life Skills Math

Science

- Biology
- Applied and Qualitative Chemistry
- Physical Science
- Life Skills Science

***The structure of all specialized programs and support services is developed based upon the specific needs of the students in a given year. While we do offer all these courses, they may not all be available in a given year.

Arlington Public Schools Technology Graduation Standards

Achievement of these competencies is arrived at through use of technology in various classes across the curriculum. Students are expected to know several skills in each area listed below upon graduation.

Computer Ethics

- Explain and demonstrate understanding of classroom rules regarding responsible use of computers (2.6)
- Explain and demonstrate ethical and legal behavior in copying files, applications, and media (2.7)
- Explain potential problem of computer viruses and exercise caution in opening e-mail attachments from unknown sources; class e-mail account only (2.8)
- Explain safe practices for sharing personal information via e-mail and the Internet (2.9)
- Explain proper mail etiquette (2.10)
- Describe and demonstrate knowledge of the school's Acceptable Use Policy, and know the consequences of violating that policy (2.11)
- Validate a Website for authenticity; find site sponsor, author, date the site was last updated (2.12)
- Explain how media and technology can be misused to distort or exaggerate information (2.13)
- Write correct citations for text and images gathered from electronic sources. Understand that use of materials is limited by the fair use rule of copyright law (2.14)
- Develop an awareness of the issue of ergonomics and how to use equipment safely (2.15)

Computer Skills

- Identify and use drawing and painting applications as appropriate for class projects (1.33).
- Run multiple applications simultaneously, alternating among them (1.36)
- Identify and use basic features of computer operating system, e.g., format/initialize disks, access information on size and format of file, create folders on local hard drive (1.12)
- Save a file to the desktop, the hard drive, and external storage spaces, e.g., floppy disk, CD-ROM, virtual electronic space (1.13)
- Resolve commonly occurring error messages and hardware and software problems (1.37)
- Use a variety of external peripherals and understand how they connect to the computer (1.40)
- Perform efficient keyboarding technique (1.41)
- Identify and use methods for downloading and converting graphic, sound, and video files (1.38)
- Select the appropriate technology tool for the task (1.60)
- Select a printer and print a document with appropriate page setup and orientation (1.14).
- Operate peripheral equipment, e.g., scanner, digital camera, camcorder (1.15)

Word Processing

- Identify and use editing and formatting features of a word processing program, e.g., centering, line spacing, margins, cut and paste, fonts, styles, spelling, page numbers (1.17)
- Insert images (e.g., graphics, clip art, tables) from other files into word-processed document (1.18)
- Import/import and link data between word process and other application (1.42)

Spreadsheet

- Describe structure and function of database, identify components (1.19)
- Create a database, defining field formats and adding records (1.20)
- Perform simple operations in a database (1.21)
- Use formulas in a spreadsheet (1.47)
- Customize formatting of charts or graphs (1.49)
- Define and use functions such as sort, filter, find (1.50)
- Describe structure and function of a spreadsheet (1.22)
- Create an original spreadsheet, entering simple formulas (1.23)
- Produce simple charts from a spreadsheet (1.24)
- Duplicate spreadsheet structure without data (1.43)
- Use features of spreadsheet such as mail merges (1.44)
- Import/link data between spreadsheet and other applications (1.45)
- Use advanced format features such as repositioning columns (1.46)
- Create multiple links among various pieces of information in different applications such as a chart imported into a word processor from a spreadsheet (3.18)
- Use various number formats, percentages, exponents, etc. (1.51)

Internet

- Identify and use navigation features of browser (1.25)
- Using a browser, "bookmark" a Web site, e.g., URL, hyperlinks, site map, etc. (1.26)
- Identify basic elements of a Website, e.g., URL, hyperlinks, site map, etc. (1.27)
- Copy an image from a Website into a file on the desktop; write a correct citation in keeping with copyright law (1.28)
- Organize bookmarks into folders for future reference (1.52)
- Open e-mail attachment from class account and save it to the desktop (1.30)
- Using e-mail, create an address book (1.55)
- Send e-mail attachment using class account (1.56)
- Using e-mail, create and send a message using class account (1.29)
- Using e-mail, using a class account, to communicate with other schools (3.11)

Multimedia

- Create a multimedia presentation, desktop-published report, or Web page that incorporates data from other files (1.57)
- Create and manipulate illustrations using a drawing or painting program, e.g., adjust scale, size shape (1.58)
- Communicate results of research and learning with others using the most appropriate tools, e.g., desktop-published or word-processed report, multimedia presentation (3.9)
- Use a variety of external peripherals and understand how they connect to a computer (1.40)
- Manipulate data using charting tools and graphic organizers, e.g., concept mapping, flowcharting, and outlining software, to connect ideas (3.10)
- Present information, ideas, and results of work using any of a variety of communications technologies, e.g., multimedia presentations, web pages, videotapes, desktop-published documents (3.15)
- Import graphics, photos, and other media into report or presentation, citing sources appropriately (3.16)
- Demonstrate how specialized technology tools can be used for problem-solving, decision-making, and creativity, e.g. simulation software, environmental probes, computer-aided design, graphing calculators, art and music composition software (3.19)

Research

- Routinely evaluate Websites for authenticity when using them (3.14)
- Explain effective search strategies to locate and retrieve electronic information, e.g. understand and use syntax and Boolean logic operators (1.54)
- Identify capabilities of technology resources and understand how they can be used for lifelong learning

(1.59)Know how to select and use search engines. Understand the differences between search engines (1.53)

ARLINGTON PUBLIC SCHOOLS—NOTICE OF NONDISCRIMINATION The Arlington Public Schools does not discriminate on the basis of race, color, sex, religion, national origin, age, gender, sexual orientation, marital status, disability, or homelessness in admission to, access to, employment in, or treatment in its programs and activities.



Town of Arlington, Massachusetts

6:55 p.m. Panorama Results Presentation (Matt Coleman)

Summary:

• Arlington Public Schools - Fall 2024 SC Presentation MC

ATTACHMENTS:

	Type	File Name	Description
ם	Presentation	Arlington_Public_SchoolsFall_2024_SC_Presentation_MC.pdf	Arlington Public Schools - Fall 2024 SC Presentation MC

Arlington Public Schools Panorama Survey Results Fall 2024

School Committee Presentation

Today's Agenda



- Context on our survey program
 - Who did we survey, and about what?
- Survey Insights
 - Sense of Belonging
 - Positive Feelings and School Climate
 - Rigorous Expectations and Learning Behaviors
 - Cultural Awareness and Action
 - Communication
 - Staff and Teacher Comparison
- Taking Action
 - Connections to current initiatives.

Setting the Stage - Vision



The vision of the Arlington Public Schools is to be an equitable educational community where all learners feel a sense of belonging, experience growth and joy, and are empowered to shape their own futures and contribute to a better world.

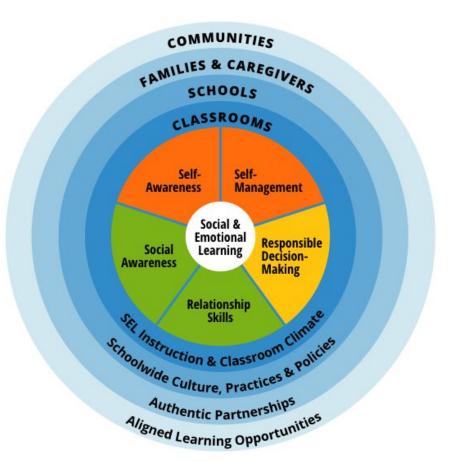
Setting the Stage - Strategic Plan



- **1.1 Instructional Vision and Coherence:** All students must have **equity of access to rigorous and comprehensive content** implemented through **inclusive and engaging instructional practices.**Deeper Learning concepts and practices will serve as the anchor for the APS instructional vision.
- **1.2 Student Belonging and Adult Support:** All students have a **supportive relationship with at least one adult at school**, are **engaged in their learning**, and **feel that they belong** in the school community.
- **2.2 Reimagining Professional Learning:** All staff enjoy **relevant and effective professional learning** that is **responsive to their needs**, and professional learning strategy and implementation is expanded to include paraprofessional and non-instructional staff.
- **4.3 Sustaining Collaborative Partnerships:** All families experience robust and coherent partnership opportunities and **clear**, **accessible communication from educators**, **schools**, **and the district**.

Social Emotional Learning Competencies





Quick Reminder - Focal Groups



The strategic plan identifies several "Focal Groups" for whom the district will track and monitor gaps in experiences and outcomes related to academic achievement; attendance; student, family, and staff experience; and other metrics outlined in the strategic plan. These groups are:

- Students supported with an IEP
- Students who identify as Black and/or Hispanic/ Latinx
- Students who identify as LGBTQIA+
- Students who are multilingual learners
- Students from low-income families

Who Responded to Which Survey Topics?



Who we surveyed	Families	Students Perceptions of School Grades 3-12	Students Pilot SEL & Well-Being Grades 3-12	Staff Instructional & Non-instructional Staff
	 Additional Family 	 Teacher-Student 	 Self-Management 	 Well-Being
What we	Assistance	Relationships	 Positive Feelings 	o Belonging
asked	 School Climate 	 Sense of Belonging 	 Social Awareness 	Cultural Awareness
uskeu	∘ Family-School	 School Climate 	 Challenging 	and Action (Adult
	Communication	o Rigorous	Feelings	Focus)
	 School Safety 	Expectations	 APS Student Safety 	Cultural Awareness
	 Student Needs 	 School Safety 	 Emotion Regulation 	and Action (Student
	 Learning Behaviors 	 Cultural Awareness 		Focus)
	 Cultural Awareness 	and Action		 Professional
	and Action			Learning

Voices We Heard in the Survey

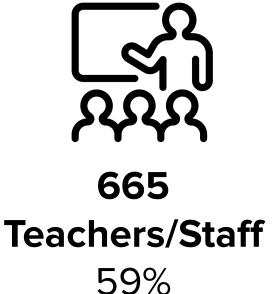




953
Families
17%



3911 Students85%



Note: Students in grades 3-12

Gr. 3-5 Student Survey



Topic Description Results

Cultural Awareness and Action

How often students learn about, discuss, and confront issues of race, ethnicity, and culture in school

33%

A1

since last survey

Rigorous Expectations

How much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class.

78%

0

since last survey

School Climate

Perceptions of the overall social and learning climate of the school.

63%

-1

since last survey

School Safety

Perceptions of student physical and psychological safety at school.

73%

_1

since last survey

Sense of Belonging

71%

43

since last survey

Teacher-Student Relationships

How strong the social connection is between teachers and students within and beyond the classroom.

68%

+3

since last survey

1,353 responses

Gr. 6-12 Student Survey



Topic Description Results

Cultural Awareness and Action

How often students learn about, discuss, and confront issues of race, ethnicity, and culture in school

59%



since last survey

Rigorous Expectations

How much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class.

73%

A1

since last survey

School Climate

Perceptions of the overall social and learning climate of the school.

61%

44

since last survey

School Safety

Perceptions of student physical and psychological safety at school.

80%

44

since last survey

Sense of Belonging

52%

A3

since last survey

Teacher-Student Relationships

How strong the social connection is between teachers and students within and beyond the classroom.

71%

A3

since last survey

2,558 responses

Family-School Relationships Survey



Topic Description	Results	Benchmark
Additional Family Assistance	89%	
	▼1 since last survey	
Cultural Awareness and Action How often students learn about, discuss, and confront issues of race, ethnicity, and culture in school	56% since last survey	
Family-School Communication	67%	
Learning Behaviors Families' perceptions of their child's learning-related behaviors.	53%	Oth - 19th percentile compared to others nationally
School Climate Perceptions of the overall social and learning climate of the school.	69%	
School Safety Perceptions of student physical and psychological safety at school.	78% -3 since last survey	40th - 59th percentile compared to others nationally
Student Needs	76% •2 since last survey	

953 responses

Staff Survey



Topic Description Results

Belonging

How much faculty and staff feel that they are valued members of the school community.

61%

45

since last survey

Benchmark







20th - 39th percentile compared to others nationally

Cultural Awareness and Action (Adult Focus)

How well a school supports staff and faculty in learning about, discussing, and confronting issues of race, ethnicity, and culture. **57%**

since last survey









others nationally

Professional Learning

Perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff.

45%

A7 since last survey







20th - 39th percentile compared to others nationally

Well-being

Faculty and staff perceptions of their own professional well-being.

64%

since last survey







40th - 59th percentile compared to others nationally

334 responses

Teacher Survey



Topic Description

Results

Benchmark



How much faculty and staff feel that they are valued members of the school community.

64%

_7 since last survey 40th - 59th percentile compared to

Cultural Awareness and Action (Adult Focus)

How well a school supports staff and faculty in learning about, discussing, and confronting issues of race, ethnicity, and culture. 62%

43 since last survey



others nationally

40th - 59th percentile compared to others nationally

Cultural Awareness and Action (Student Focus)

How well a school supports students in learning about, discussing, and confronting issues of race, ethnicity, and culture.

62%

since last survey

40th - 59th percentile compared to others nationally

Professional Learning

Perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff.

39%

since last survey





others nationally

Well-being

Faculty and staff perceptions of their own professional well-being.

63%

since last survey





40th - 59th percentile compared to others nationally

331 responses

Gr. 3-5 SEL & Well-Being Survey



Topic Description	Results	Benchmark	
APS Student Safety This custom topic captures any instance where a student has or has not felt safe in the recent past based on their response to a select survey question.	54%		
Challenging Feelings How frequently students feel challenging emotions, with higher scores indicating less frequent challenging emotions.	68%	80th - 99th percentile compared to others nationally	
Emotion Regulation How well students regulate their emotions.	49%	60th - 79th percentile compared to others nationally	
Positive Feelings How frequently students feel positive emotions.	70 %	60th - 79th percentile compared to others nationally	
Self-Management How well students manage their emotions, thoughts, and behaviors in different situations.	76 %	60th - 79th percentile compared to others nationally	
Social Awareness How well students consider the perspectives of others and empethize with them.	70%	60th - 79th percentile compared to others nationally	

1,324 responses

Gr. 6-12 SEL & Well-Being Survey



Topic Description	Results	Benchmark	
APS Student Safety This custom topic captures any instance where a student has or has not felt safe in the recent past based on their response to a select survey question.	52 %		
Challenging Feelings How frequently students feel challenging emotions, with higher scores indicating less frequent challenging emotions.	65%	80th - 99th percentile compared to others nationally	
Emotion Regulation How well students regulate their emotions.	57 %	80th - 99th percentile compared to others nationally	
Positive Feelings How frequently students feel positive emotions.	68%	80th - 99th percentile compared to others nationally	
Self-Management How well students manage their emotions, thoughts, and behaviors in different situations.	78 %	80th - 99th percentile compared to others nationally	
Social Awareness How well students consider the perspectives of others and empathize with them.	71 %	60th - 79th percentile compared to others nationally	

2,500 responses

Arlington's Story



- Student Perception of Sense of Belonging is improving
- Student Perception of their strengths in SEL & Well-Being is high.
- Student and Family Members Perception of Cultural Awareness and Action is improving
- Teacher-Student Relationships at grades 6-12 is improving and remains steady at grades 3-5
- Student perception of School Climate has improved while Family Members report a decline
- Student perception of Rigorous Expectations remain steady but Family
 Members perception of Learning Behaviors remains below expectations
- Family Members perception of school-based Communication is improving
- Teachers and Staff still desire more Relevant Professional Development

Expanded Pilot: SEL and Well-Being

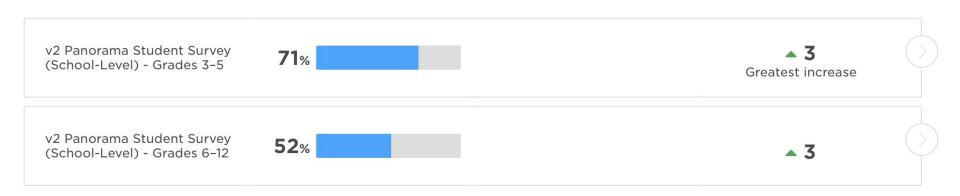


- No surprises: It felt accurate and helpful for those who routinely depend on this information.
- Struck a balance: It hit the sweet spot between over- and under-identification.
- Enabled more meaningful and targeted interventions.
- Unlike past mental health screenings, this assessment also identifies areas of strength—not just areas for growth—providing a fuller picture. Meetings allow for discussion of students' perceived assets alongside areas for improvement.
- It also provides insights into students' skills across all SEL CASEL Competencies.

Arlington Public Schools Survey Insights

Sense of Belonging





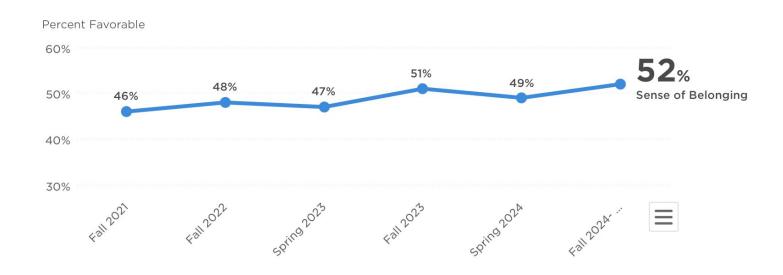
How well do people at your school understand you as a person?

How much do you matter to others at this school?

How connected do you feel to the adults at your school?

Sense of Belonging

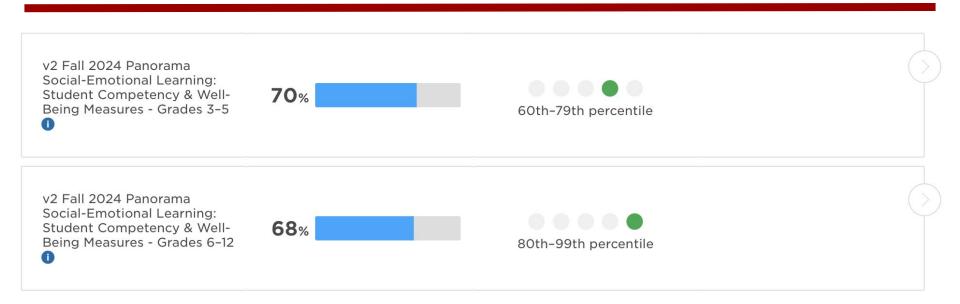




How much students feel they belong in school in grades 6-12

Positive Feelings

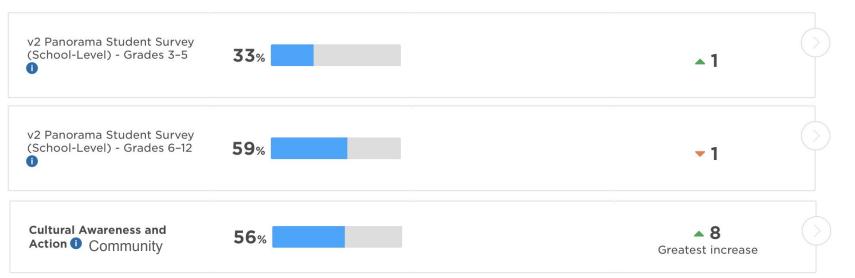




How frequently students feel positive emotions

Cultural Awareness and Action





How often do teachers encourage you to learn about people from different races, ethnicities, or cultures?

How well does your school help students speak out against racism?

Cultural Awareness and Action

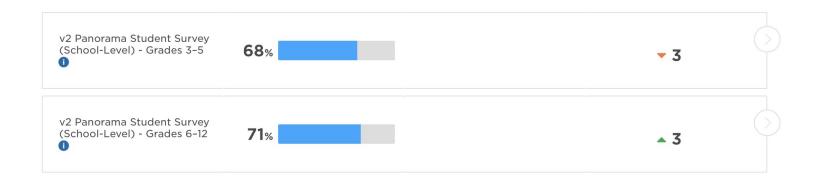




How often students learn about, discuss, and confront issues of race, ethnicity, and culture in school in grades 6-12

Teacher-Student Relationships





How many of your teachers are respectful towards you?

When your teachers ask how you are doing, how many of them are really interested in your answer?

How many of your teachers would you be excited to have again in the future?

Teacher-Student Relationships

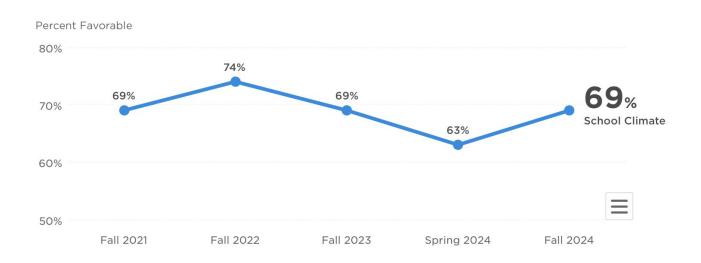




How strong the social connection is between teachers and students within and beyond the classroom in grades 6-12

School Climate

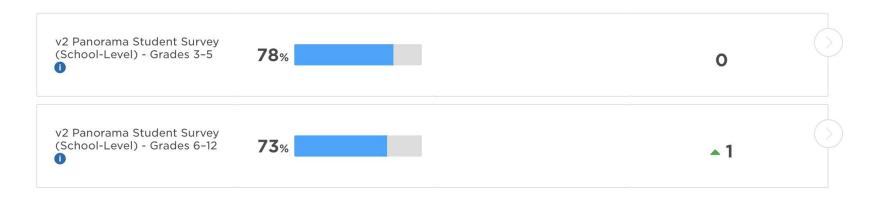




Community perceptions of the overall social and learning climate of the school

Rigorous Expectations





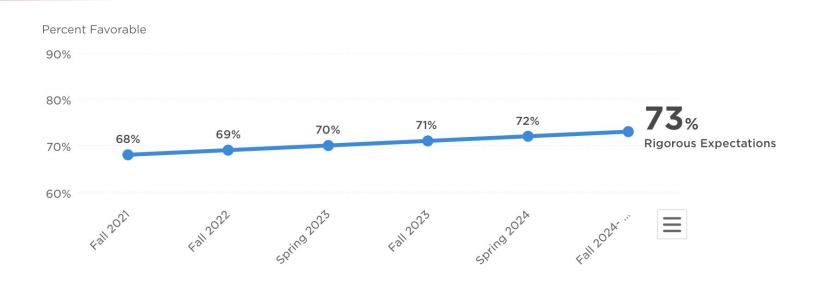
How often does your teacher make you explain your answers?

How much does your teacher encourage you to do your best?

How often does your teacher take time to make sure you understand the material?

Rigorous Expectations

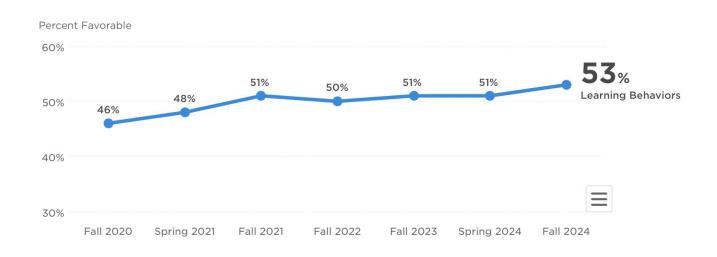




How much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class in grades 6-12

Learning Behaviors



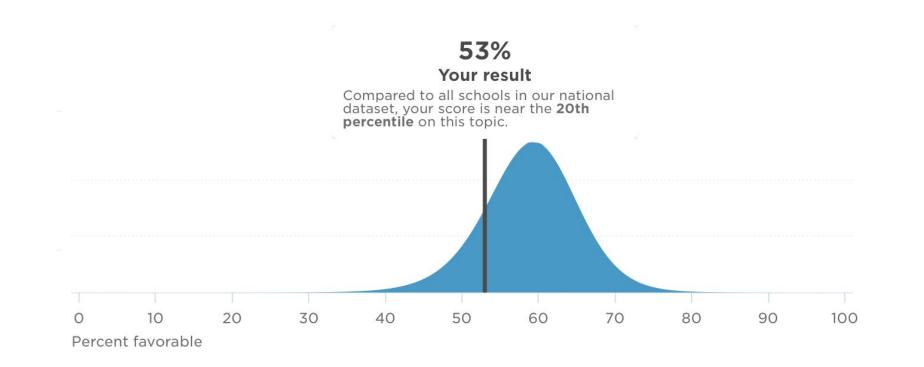


How often does your child read for fun?

How motivated is your child to learn the topics covered in class?

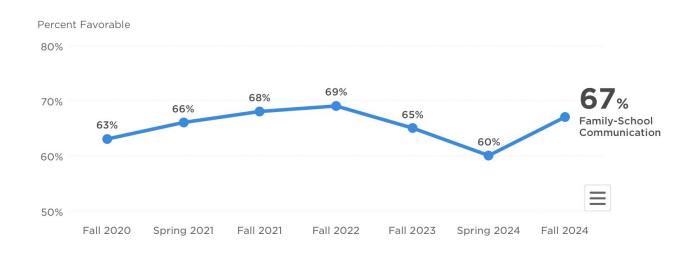
Learning Behaviors





Family-School Communication



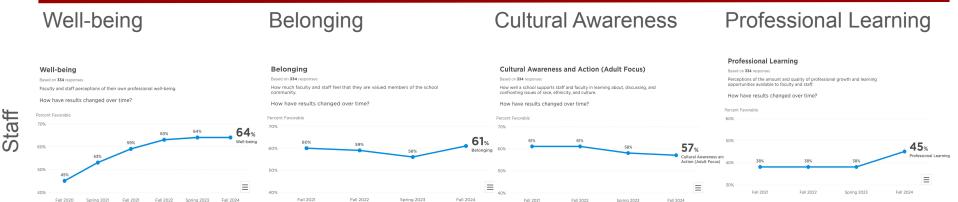


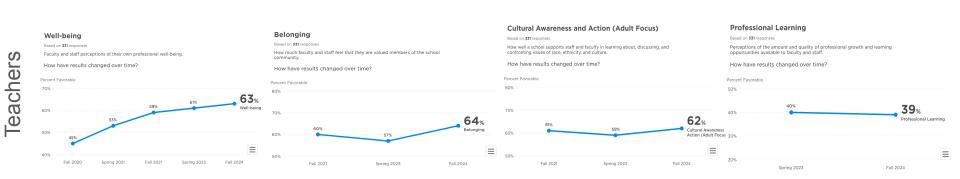
How helpful has the communication from your child's school been this year?

How much do you feel the school values your opinions?

Staff and Teacher Comparison







Support for Taking Action

SEL & Well-being Actions



- Maintain access to timely licensed mental health providers through Cartwheel for our students and families.
- SafetyCare and Youth Mental Health First Aid training opportunities for staff, specifically focused on supporting students across all school settings.
- Schools working to foster a positive adult culture through initiatives like wellness and sunshine committees, Cartwheel for staff.
- The DEIBJ department trained teams to conduct empathy interviews at four schools—Bishop, Dallin, Gibbs, and Peirce—to explore the sense of belonging experienced by students in our focal groups.

Cultural Awareness Actions



- Implemented Educators Network Affinity Groups
- Provided IDEAS Course for Educators
- Collaborated with school equity committees through the Hate Crimes Grant to promote inclusivity and address bias.
- Partnered with educators to implement a three-pronged approach to addressing hate speech, focusing on prevention, education, and response.
- Facilitated professional development for social workers, focusing on self-reflection of their identities and their impact on student relationships and outcomes.
- Collaborated with the William James Teacher Diversification PLC to develop strategies for retaining diverse educators.
- DEIBJ Taskforce
- Offered Professional Development opportunities for educators
 - Inclusive Language workshop
 - Creating Inclusive APS: Understanding and Addressing and Preventing Microaggression Through Courageous Conversations
 - Three Session Faculty Series: Making Connections: What does this mean for my work with students
 - Building Belonging: The Impact of Language
 - Bulding Trust





Town of Arlington, Massachusetts

7:15 p.m. Appointment: Nadja Rozovsky, Human Rights Commission (P. Schlichtman)

Summary:

- Nadja Rozovsky Statement of Interest _ January 2025
- Nadja Rozovský Resume _ January 2025
- Nadja Rozovsky Letter January 23, 2025

ATTACHMENTS:

	Type	File Name	Description
D	Application	Nadja_RozovskyStatement_of_Interest.pdf	Nadja Rozovsky _ Statement of Interest
D	Application	Nadja_Rozovsky_ResumeJanuary_2025.pdf	Nadja Rozovsky Resume _ January 2025
D	Correspondence	Arlington_Public_Schools_MailLetter_to_the_School_Committee.pdf	Letter to the School Committee

To the Arlington School Committee,

Thank you for the opportunity to apply to become a member of the Arlington Human Rights Commission (AHRC). I have a deep appreciation for the openness and inclusivity that I have experienced in our town. As a member of the AHRC, I will work to preserve and enhance Arlington's generous and welcoming community spirit.

I feel both proud and lucky to be a resident of Arlington and part of the Arlington community. My family and I have been residents of Arlington for over ten years. My two, now teenage, boys have been happily making their way through the Arlington Public School System. We all continue to enjoy and appreciate the Robbins Library; the bike path; the Reservoir and Spy Pond; the many fellow playground families, soccer families, dog parents, and Arlington Community Education learners that we have met and continue to meet along the way; as well as all the other wonderful things that the town and its community offer.

For me, living in a town that has a human rights commission is another point of Arlington pride and appreciation. I am a Jewish woman, I moved from Israel to the US as an adult, English is my second language—and while I rarely feel out of place in Arlington, it is reassuring to know that a formal town body is ready to protect my and others' human rights should they be violated. The existence of the AHRC, to me, is near a declaration of intent, or an embodiment of (and maybe contributing to) the openness and inclusivity of the Arlington community.

I am a strong believer in being an active member of my community. For several years, I was a member of the board of my synagogue, where I now lead the charitable action committee. I volunteer in my boys' school when I can. This past fall, I participated in the Arlington Civic Academy, which educates town residents on how the town works and how they can be involved in town discussions and decisions. Over the past six months, I have been attending the monthly meetings of the AHRC, and I am a member of the AHRC's Events & Outreach committee, as well as the Religious Acceptance working group.

My Arlington civic engagement recently has been mostly with the AHRC, following the AHRC's listening sessions in the spring of 2024, and the subsequent endorsement of a resolution on a Gaza ceasefire proclamation. (The resolution was ultimately rejected by Town Meeting.) While I supported much of the content of the proclamation, I opposed the AHRC endorsing it or the town issuing it. I believed the proclamation would have no global impact and instead saw it as bitterly dividing our Arlington community. I shared with the AHRC my belief that the proclamation strayed far from their bylaw, and that the AHRC should focus on bridging divides, try to facilitate dialogue, nurture and grow tolerance, and in general focus on the positive impact that it can make in the daily lives of Arlingtonians,

whether preemptively or reactively, acting on incidents of discrimination. I continued to engage with the AHRC since that time.

Becoming a member of the AHRC would be a welcome next step to continue my work to ensure that the AHRC adheres to its bylaw, focusing its attention, time, and resources on ensuring a continued environment of respect and tolerance in Arlington and meeting the immediate needs of the people of this town.

Thank you for considering my application.

Respectfully,

Nadja Rozovsky.

Nadja Rozovsky

Planner and Problem Solver at the Intersection of R&D and Commercialization Arlington, MA

linkedin.com/in/nadja-rozovsky

PROFESSIONAL SKILLS

Across Areas of Expertise

Project and budget management; people manager

Program Management

 Preclinical- and clinical-stage programs; develop, manage, lead on timelines, CDPs and integrated program plans, clinical development subteams, leadership teams, governance interactions

Market Research, Competitive Intelligence, Forecasting

- Qualitative and quantitative methodologies, primary and secondary research;
 spanning global and regional / country, pipeline and in-market products
- Market assessments, landscape monitoring, conference coverage, patient journey,
 ATUs, SFEs, demand estimation, communications testing, syndicated forecasts
- Yearly research plans and budget management, situation assessments, bespoke presentations

WORK EXPERIENCE

Alnylam Special Assignment -> Associate Director, Program Management, 2023 - Present

- Program manager for a partnered preclinical asset that recently started Phase 1
- Program manager for a preclinical asset progressing towards Phase 1
- Supporting a partnered, late-stage clinical-stage program

Alnylam Associate Director -> Director, Global and US TTR Insights, 2018 - 2024

- Led up to 15 HCP & HCC research projects yearly for two marketed products
- Integrated insights and informed strategic and tactical decisions for four launches

Takeda Senior Manager, Global Neuroscience Insights, 2017 - 2018

- Led market research and CI for four pipeline CNS assets across six indications
- Co-led the creation of a global primary research guideline

Decision Resources Director, Niche Markets and Rare Diseases, 2015-2017 Analyst -> Senior Analyst -> Principal Analyst, CNS, 2010 - 2015

- Researched and wrote multiple syndicated offerings across CNS and ophthalmology
- Led a team of four through a portfolio expansion into niche and rare diseases (multiple therapy areas)

EDUCATION

Brandeis University PhD, Biochemistry, 2008

COURSES

MassBioEd Biotechnology Project Management, 2023

Tableau Fundamentals, Intermediate, and Visual Analytics, 2021

Burke Institute Practical Marketing Research, 2018

AWARDS

Alnylam LAVA Award, Stellar Awards, Athena Leadership Program

Takeda Recognition Award

Decision Resources Spot Awards



Letter to the School Committee

Nadja Rozovsky <nrozovsky@gmail.com>
To: Elizabeth Diggins <ediggins@arlington.k12.ma.us>

Thu, Jan 23, 2025 at 8:54 AM

Hi Liz, good morning,

I am pasting below a brief intro letter for the School Committee.

Thank you

Nadja.

To the Arlington School Committee,

I am sorry that I am unable to join you this evening. In lieu of attending the meeting, I am sharing this short introduction:

My name is Nadja (pronounced Nadya). My family and I have been residents of Arlington for over 10 years. I have a deep appreciation for the openness and inclusivity that I have experienced in our town, and I feel both proud and fortunate to be a resident of Arlington and part of the Arlington community.

As a strong believer in being an active member of my community, I participated in the fall session of the Arlington Civic Academy, and over the past six months I have been engaging with the Arlington Human Rights Commission (AHRC), attending monthly meetings and joining the AHRC's Events & Outreach and Religious Acceptance working groups.

Becoming a member of the AHRC would be a welcome next step in deepening my commitment to ensuring a continued environment of respect and tolerance in Arlington and an AHRC that works to improve the daily lives of Arlingtonians. Thank you, School Committee, for considering appointing me to be a member of the AHRC.



Town of Arlington, Massachusetts

7:20 p.m. 2nd Read - School Committee Meeting Dates (P. Schlichtman)

Summary:

• School Committee Meeting Dates

ATTACHMENTS:

Type File Name Description

Document for Approval school_committee_meetings_2025-2028.pdf school_committee_meetings_2025-2028

First Draft

Regular School Committee Meetings through June 22, 2028

The School Committee shall schedule **19 Regular Meetings** during each school year. Regular meetings shall be scheduled on Thursday evenings, with specific dates to be set by a vote of the Committee at the time of the adoption of the annual school calendar.

2025-2026	2026-2027	2027-2028
September 11, 2025	September 10, 2026	September 9, 2027
September 25, 2025	September 24, 2026	September 23, 2027
October 9, 2025	October 8, 2026	October 14, 2027
October 23, 2025	October 22, 2026	October 28, 2027
November 6, 2025	November 12, 2026	November 18, 2027
November 20, 2025	December 3, 2026	December 2, 2027
December 11, 2025	December 17, 2026	December 16, 2027
January 8, 2026	January 14, 2027	January 13, 2028
January 22, 2026	January 28, 2027	January 27, 2028
February 12, 2026	February 11, 2027	February 10, 2028
February 26, 2026	February 25, 2027	March 2, 2028
March 12, 2026	March 11, 2027	March 16, 2028
March 26, 2026	March 25, 2027	March 30, 2028
April 9, 2026	April 8, 2027	April 13, 2028
April 30, 2026	April 29, 2027	April 27, 2028
May 14, 2026	May 13, 2027	May 11, 2028
May 28, 2026	May 27, 2027	May 25, 2028
June 11, 2026	June 1 <i>7,</i> 2027	June 15, 2028
June 25, 2026	June 24, 2027	June 22, 2028



Town of Arlington, Massachusetts

7:25 p.m. Vote to Acknowledge Town Appropriation for Fiscal Year 2026 (P. Schlichtman)

Summary:

• **Motion**: Move acknowledgement of the FY2026 town appropriation for the school budget in the amount of \$103,630,672.



Town of Arlington, Massachusetts

7:30 p.m. Superintendent's Goals 2nd Read (E. Homan)

Summary:

• 2024-25 Superintendent Goals

ATTACHMENTS:

Type File Name Description

Goals 2024-25_Superintendent_Goals.pdf 2024-25 Superintendent Goals

Superintendent's Performance Goals: E. Homan, 2024-25 SY Goals



From DESE Superintendent Evaluation Guidance: Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership. Superintendent-selected Focus Indicators for 2024-25 are in **bold highlight** below:

	Standards and Indicators for Effective Administrative Leadership Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.												
I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture										
I-A. Curriculum	II-A. Environment	III-A. Engagement	IV-A. Commitment to High										
I-B. Instruction	II-B. HR Management and	III-B. Sharing Responsibility	<u>Standards</u>										
I-C. Assessment	Development	III-C. Communication	IV-B. Cultural Proficiency										
I-D. Evaluation	II-C. Scheduling & Management	III-D. Family Concerns	IV-C. Communication										
I-E. Data-Informed Decision	Information Systems		IV-D. Continuous Learning										
making	II-D. Law, Ethics and Policies		IV-E. Shared Vision										
I-F. Student Learning	II-E. Fiscal Systems		IV-F. Managing Conflict										

Superintendent Reflection: In 2024-25, as we enter the 2nd year of the Strategic Plan and begin planning for its third year, the Superintendent's focus is shifting towards developing sustainable systems for the future, ensuring that change initiatives rolled out over the past several years - such as reduced or no-fee programming, new curricula, recalibrated staffing models, and new / adjusted roles - are well-articulated, communicated, and sustainable over time. Much effort has gone into streamlining and strengthening processes and ensuring accurate data and strong accountability mechanisms over the past several years. In order to produce a measurable change in the system, these adjustments must be understood broadly by the community bodies that determine funding for APS, implemented with consistency and integrity by APS staff, and iterated or adjusted as needed to ensure alignment with APS's vision for the future. As such, this year's goals are tightly aligned with 2024-25 district goals, and feature a stronger focus on operational excellence than in previous years. As we have developed the APS plan with a strong focus on classroom instruction, our efforts have highlighted the need for other systemic changes: for example, in how we use data to plan for staffing; in how we outfit our schools and classrooms over time; and in how we plan for unpredictable enrollment trends. My focus this year will be on ensuring that our schedules, budgets, policies, and procedures create safe, predictable, and well-resourced schools in which students and teachers can focus on the critical work of teaching and learning.

2024-25 Superintendent Goals are aligned with the SC-Approved 2024-25 District Goals, which can be found <u>at this link</u>. Numbers in parentheses beside each goal refer to the priority area and goal within that priority area on the District Goals.

		STUDENT LEARNING GOAL	
Goals	Focus Indicator(s)	Description	Performance Measures
GOAL: Improve outcomes for all students through a focus on major instructional priorities, implementation of curriculum and practices aligned with deeper learning, with a specific focus on middle school mathematics, instructional practices, and structural/scheduling access and support opportunities for students. (District Goals 1.1, 1.3)	I-B. Instruction II-A. Environment I-E. Data-Informed Decision making IV-A. Commitment to High Standards	 Continued professional development for administrators focused on development of instructional leadership skills, with an emphasis on providing high-quality feedback to educators on instructional practice; Conduct planning for ways to flexibly support middle school students in intervention and extension in tiers II and III; Engage with the community to develop multiple options for accessing higher-level coursework in all subject areas, with an emphasis on middle school mathematics; Map out budgetary impacts of balanced sections in core classes and additional electives for consideration in the FY27 budget cycle; Submit SOI for Ottoson Middle School to support expansion of elective and high-quality core academic programming. 	Outcomes: All schools receive 75% or higher accountability score in 2024 for "Progress towards improvement targets" Focal groups - specifically Students with Disabilities - demonstrate higher growth than peers, specifically in middle school math. Evidence of Progress: Redesigned approach to WIN block at Gibbs in Fall 2025 Revised criteria for inclusion in Acceleration Pathways for Middle School Math in Fall 2025 Improved climate and culture outcomes for students at the middle level New elective options for students at OMS in Fall 2024

		PROFESSIONAL PRACTICE GOAL	
GOAL: With an explicit focus on operations to support instruction, develop a systematic approach to creating accessible learning spaces that include all necessary technology and modern and sustainable infrastructure, as well as the staffing support necessary for such systems. (District Goals 3.1, 3.3, 4.1, 4.2, 2.3)	II-A. Environment III-B. Sharing Responsibility III-A. Engagement	 Actions related to this goal include: Successful negotiation of AAA, Unit D, and Unit C contracts; Advocacy and partnership with Capital Planning Committee to include APS device and infrastructure needs in FY26 and ongoing capital plans; Development and publication of APS Space and Technology plan, aligned with APS visions and goals for excellent and engaging instruction; Assessment of middle school schedules and staffing structures to ensure accessibility of core and elective programming; Development of data workflows and systems to monitor staffing levels and student caseloads at each school, to inform decision-making. Partnership with after school programs to increase access to enrollment and financial assistance, and to expand aligned staffing and professional development across programs. 	Outcomes: More balanced sections and caseloads in the 2025-26 school year than in the 2024-25 school year, particularly at the middle level; Increased access to and enrollment in APS-hosted after school programming. Evidence of Progress: More capacity for successfully launching and sustaining devices for staff and students; Strong and sustainable bargaining agreements with all units in place before the start of the school year; School Committee reviewed and approved the APS Space and Technology Plan.

		DISTRICT IMPROVEMENT GOAL #1	
Goals	Focus Indicator(s)	Description	Performance Measures

GOAL: APS will implement new expectations and systems for family-school partnership and communication, by piloting new communication technologies, implementing APS communication protocols and expectations, and streamlining communications for ease of use and navigation.

(District Goals 4.1, 4.2, 4.3)

III-A. Engagement

III-B. Sharing Responsibility

IV-D. Continuous Learning

Actions related to this goal include:

- Establishing and messaging clear expectations for internal and external email communication;
- Reinforcing expectations for excellent family-school partnership and communication in all aspects of APS communications, from public-facing to 1:1 correspondence;
- Assessing and piloting new 2-way communications applications;
- Development and implementation of staff and family expectations for engagement via newsletters and emails.
- Launch of revised protocols for addressing chronic absenteeism, including tiered response options for schools;
- Continuing work to bring APS PTOs together for alignment and connection;
- Launch of redesigned website navigation and implementation of revised workflows for routine website updates; and
- Training and implementation of consistent protocols for safety and crisis response, including but not limited to partnership with new emergency response organization, launch of new APS radio system, and implementation of routine safety training protocols at all schools.

Outcomes:

- Improve reported family experiences on experience surveys across categories that are surveyed year-over-year when comparing results from Fall 2022 through Fall and/or Spring 2025;
- Improved student and staff attendance across all schools;

Evidence of Progress:

- Revised safety and emergency response plans and protocols;
- Rollout of new communications applications;
- Appropriate and accessible communication of expectations surrounding partnership and attendance.

		DISTRICT IMPROVEMENT GOAL #2	
Goals	Focus Indicator(s)	Description	Performance Measures
GOAL: Plan for and begin to implement infrastructural and operational adjustments that support the implementation and sustainability of deeper learning system-wide. (District Goals 1.1, 1.3, 2.2, 3.1, 3.3)	II-A. Environment II-C. Scheduling & Management Information Systems III-B. Sharing Responsibility IV-D. Continuous Learning	 Development of an APS Space and Technology Plan; Integration of Sustainability Efforts into routine APS operations; Improved collaboration with Town facilities and technology departments on budget development and future planning; Continued development of systems that sustain and structure adult learning cultures across schools, including but not limited to leadership development and mentorship programming for staff; Alignment of procedures for financial assistance across programs that fall under or adjacent to the APS umbrella; Acquiring new enrollment projections for future district-wide planning; Submission of Statement of Interest to the MSBA for a rebuild of Ottoson Middle School. 	Improvements in staff experiential outcomes, particularly in "professional development" category of APS surveys (39-45% favorability in Fall 2024) Evidence of Progress: Purchase and installation of classroom projection and sound-amplification technologies; Revised procedures for provision of financial assistance in programming; Revised enrollment projections; and SC-approved OMS SOI



Town of Arlington, Massachusetts

7:50 p.m. Superintendent's Update (E. Homan)

Summary:

- Update on Administrative Hiring Searches
- Update on Competitive Grants AwardedMonthly Update on Enrollments / Class Sizes
- Strategic Plan update

ATTACHMENTS:

	Type	File Name	Description
ם	Presentation	Superintendent_Update_2024-25 _1_23_25.pdf	Superintendent Update 2024-25 - 1_23_25
D		3 2024-25_ENROLLMENT_REPORTS _1_23_25_(1).pdf	2024-25 ENROLLMENT REPORTS - 1_23_25 (1)

Superintendent's Update 1/23/25



- Reminder: Lunar New Year Celebration at Arlington High School on Saturday, January 25th
- New Coordinator for Japan Sister City Partnership: Welcome to Rebecca Booth-Fox, and thank you to the Arlington Community for the overwhelming positive response to requests for host families! Thank you as well to Arlington Community Education for financial support of Host Family Info Sessions and the Coordinator role! Nagaokakyo Student Visit Dates 4/29 - 5/8
- Arlington After School Program Partnership with Playworks to Launch this Spring
 - Training for all after school staff, to include APS lunch recess monitors;
 - Alignment with the school day for play routines, games, and expectations;
 - Retention incentive for staff leaders who participate in extra training to support onboarding of new staff.





Arlington After-School
Program



Superintendent's Update 1/23/25



Winter Athletics Update: Sign up for Spring Sports will begin the first week of February

Celebrating Athletes:

- Over 500 students participating in Winter Athletics.
- Boys Indoor Track are Co-Champions of the Middlesex League Liberty Division for the first time since entering the League 14 years ago.
- Boys and Girls Basketball are playing great. The boys team is 11- 1 and the girls team have already matched their win total from last year with half of the season left to play!

Celebrating Coaches:

- Boys Hockey Coach John Messuri won his 400 career game this past December.
- Wrestling is 15-0. Coach Kevin Cummings won his 400th career game in December. Coach Cummings started the program 29 years ago. He is a PE teacher at the Ottoson. The wrestling team has over 70 boys and girls in the program.
- Administrative Hiring Search: Middle School Special Education Coordinator
- Enrollments





ENROLLME	NTS/C	Class	Average	es as of	1/23/	25																							
	OK	Sec	Ave	2023	1	Sec	Ave	2023	2	Sec	Ave	2023	3	Sec	Ave	2023	4	Sec	Ave	2023	5	Sec	Ave	2023	Secs	TOTAL:	2024	2023	Diff.
Bishop	61	3	20.3	60	54	3	18.0	60	62	3	20.7	68	69	3	23.0	67	66	3	22.0	64	65	3	21.7	72	18	BIS	377	391	-14
Brackett	54	3	18.0	60	65	3	21.7	81	82	4	20.5	51	53	3	17.7	69	73	3	24.3	64	65	3	21.7	98	19	BRA	392	423	-31
Dallin	62	3	20.7	55	57	3	19.0	72	74	4	18.5	63	64	3	21.3	65	62	3	20.7	69	69	3	23.0	85	19	DAL	388	409	-21
Hardy	63	3	21.0	63	62	3	20.7	72	69	4	17.3	73	79	4	19.8	60	56	3	18.7	51	56	3	18.7	64	20	HAR	385	383	2
Peirce	48	2	24.0	41	37	2	18.5	67	67	3	22.3	51	51	3	17.0	61	64	3	21.3	56	56	3	18.7	59	16	PEI	323	335	-12
Stratton	69	3	23.0	69	76	4	19.0	54	58	3	19.3	84	86	4	21.5	74	78	4	19.5	86	86	4	21.5	70	22	STR	453	437	16
Thompson	92	4	23.0	86	80	4	20.0	91	87	4	21.8	97	94	4	23.5	86	91	4	22.8	86	91	4	22.8	76	24	THO	535	522	13
																							TOTAL	S:	138		2853	2900	-47
Totals:	449	21	21.4	434	431	22	19.6	497	499	25	20.0	487	496	24	20.7	482	490	23	21.3	476	488	23	21.2	524	138		2853	2900	-47
Menotomy	PK									Prog	ram Eı	nrollme	nts																Diff.
,	106									MET	co	Elem		Gibbs		OMS		AHS								MEN	106	79	27
Gibbs	6	LC	Ave							K-5	20	Α	31	Α	4	С	10	С	20										
	528	5	105.6							6-8	16	В	7	В	4	R	17	R	38							GIBBS	528	468	60
Ottoson	7	LC	Ave	8	LC	Ave				9-12	26	С	13	С	2	S	8	S	23										
	466	5	93.2	499	5	99.8						D	6.0	D	8											ОТТ	965	941	24
AHS	9	10	11	12						Total	62	Total	57	Total	18	Total	35	Total	l 81										
	424	447	407	412																						AHS	1690	1609	81
OOD	OK	1	2	3	4	5	6	7	8	9	10	11	12	12+															
	0	0	1	2	2	0	4	1	6	7	6	7	7	13												OOD	56	54	2
																										ΔPS	6198	6051	147



Town of Arlington, Massachusetts

8:00 p.m. Consent Agenda (P. Schlichtman)

Summary:

*Warrant #: 25171, January 22, 2025, \$986,655.51
*DRAFT School Committee Meeting Minutes, January 9, 2025

ATTACHMENTS:

	Type	File Name	Description
ם	Minutes	Arlington_School_Committee_DRAFT_Meeting_Minutes _January_92025.pdf	Draft Meeting Minutes - January 9, 2025
D	Warrant	Warrant_#25171January_222025\$986_655.51.pdf	Warrant #25171, January 22, 2025, \$986,655.51

Arlington School Committee DRAFT Meeting Minutes January 9, 2025

School Committee Room Arlington Public Schools District Office 14 Mill Brook Drive Arlington, MA 02476

6:30 p.m. Open Meeting (P. Schlichtman)

P. Schlichtman, Chair of the Arlington School Committee, called the meeting to order at 6:30 p.m.

In attendance: J. Morgan, L. Gitelson, J. Thielman, K. Allison-Ampe, L. Kardon, Superintendent E. Homan, Deputy Superintendent of Teaching and Learning M. Ford Walker, Assistant Superintendent of Finance & Operations F. Gorski, Director of Human Resources R. Spiegel, Assistant Superintendent of Student Services A. Elmer, AEA Representative S. Ferranti (remote) and AHS Student Representatives Z. Phan, L. Fritsch

Absent: L. Exton

6:31 p.m. Public Comment: (P. Schlichtman)

Public comment speakers attending:

Patrycja Vasilyev Missiuro, 18 Cleveland Street Gayatri Perlin, 88 Paul Revere Road Dennis Grudkowski, 57 Wollaston Avenue Federico Fraschetti, 223 Highland Avenue Ashutosh Gupta, 161 Sylvia Street (remote)

- P. Missiuro, 18 Cleveland Street, spoke regarding the Math bypass program and some of the analytical work that has been done by this group.
- G. Perlin, 88 Paul Revere Road, spoke about the incoming AHS presentation she attended last night and was very happy with it. G. Perlin also spoke about the math bypass process.
- D. Grudkowski, 57 Wollaston Avenue, spoke regarding the math pathway process.
- F. Fraschetti, 223 Highland Avenue, spoke about the unsupervised use of Chromebook and the math bypass process.

A. Gupta, 161 Sylvia Street, spoke about the math bypass process.

6:50 p.m. AEA Representative (S. Ferranti)

S. Ferranti represented the AEA at the meeting this evening, remotely.

6:50 p.m. AHS Student Representative (P. Schlichtman)

- Z. Phan and L. Fritsch were the two AHS student representatives attending the meeting this evening.
- Z. Phan reported that sports are doing exceptionally well; all winning with records. L. Fritsch reported that Track is having one of its best seasons ever. Z. Phan continued by reporting that the 18th Annual Battle of the Bands is happening on January 17. The Drama Guild has been having their plays. L. Fritsch reported that the Winter Survival trip is this weekend and that it's the best class you can take!

6:52 p.m. Introduction to Interim AHS Assistant Principal, Scott Darlington

Dr. Homan and Dr. Janger spoke regarding the sabbatical for W. McCarthy which will bring an interim to AHS, S. Darlington, formerly Asst. Principal in Andover. S. Darlington introduced himself to the School Committee. He is returning after a brief break and is excited about this interim position. W. McCarthy thanked the Committee for allowing this sabbatical. The Chair welcomed S. Darlington to the community.

6:55 p.m. AHS Program of Studies (B. McCarthy)

The AHS Program of Studies report was presented by M. Janger and W. McCarthy. The new courses and course adjustments were presented first. W. McCarthy noted that on February 17, the new athletics and performing arts wing will begin being used and gives the opportunity to offer expansions in various AHS programs. Some courses will become full year rather than semester long. W. McCarthy presented some courses that would be dropped, classes offered and their level (honors, AP, etc.). Dr. Janger explained a proposal for language in the competency determination. P. Schlichtman recommended that these topics be brought to the CIAA Subcommittee. After Freshman Night some issues became evident and some language needs to be clarified. Discussion took place on the adjustments needed. J. Morgan and L. Kardon asked questions on the math and wording about MCAS being required. Discussion took place about the Program of Studies being approved and then pulling information and adjusting. J. Thielman asked about deadlines on registration. B. McCarthy said they are aiming for February 10. B. McCarthy asked if he can post the Program pending the School Committee approval. The School Committee wants language to be deleted before posting (e.g., deleting all MCAS language). J. Morgan asked them to wait until the 23rd and only post courses that are going to be offered. Dr. Janger would like to try to move the Program of Studies earlier in the

year for next year. They are making revisions discussed tonight, they will make any changes per the CIAA meeting, for possible approval on January 23. They will list/post courses only. Dr. Allison-Ampe asked about the heterogeneous class/honors level in grade 9/grade 10. The other question was on history/social studies and making a conscious decision about US History for Grade 11. J. Morgan asked that the history table be made to look like the English table; the English table is more readable. Dr. Homan voiced her concern about changing an item in the English table regarding heterogeneous classes. Dr. Allison-Ampe wants consistency. This will be discussed at the upcoming CIAA Subcommittee meeting.

7:27 p.m. School Committee Budget Priorities (SC Members)

This is the annual opportunity for School Committee Members to discuss their budget priorities for the upcoming school year. Each School Committee Member discussed which budget priorities they supported and why.

- K. Allison-Ampe Staffing to serve additional enrollment, staffing to fulfill needs for Special Education, a recruiting and onboarding specialist which could help with teacher retention, the Cartwheel contract and increasing spots as well as some funding for ACMi. Special Education Director to give a big picture of how the Program is doing and where they have the needs.
- L. Kardon Agrees with Dr. Allison-Ampe's priority with a focus on AHS enrollment increases. A lot of other requests are difficult to analyze but trusts that this is part of the process. More support for why we are doing this; enrollment, mental health, etc. Wants to be very strategic to what we are adding and why.
- J. Thielman Staffing to enrollment is a priority. Has not received enough information on custodial help. Would like Dr. Homan to get clarity on what we need.
- L. Gitelson Echoed the importance of the previous priorities voiced by the other School Committee Members as well as prioritizing new hires and thinking strategically. She is concerned about the equity of licensed librarians across the District, staff and support for SPED, Cartwheel, Social Work. Resources we need to support making the Gibbs School function for all kids.
- J. Morgan Biggest priority is around class size in Grades 6, 7, 8 and distribution of students with IEPs in these sections is unacceptable and feels it is a staffing and enrollment issue. We have not staffed adequately.
- P. Schlichtman Custodial staff to maintain our new high school. The taxpayers are entitled to have the buildings maintained. Staffing needs to reflect enrollment. Expects that we have enough social workers based on need rather than formula.

L. Fritsch spoke about the need for custodians and more examples of the issues in the High School building. Says the biggest problem is in the bathrooms. It's only been three years and there is no consistent time when every sink or door works. Zach agreed.

7:35 p.m. First Read, School Committee Meeting 2025-2028

P. Schlichtman presented possible School Committee Meeting Dates for the 2025/2026 school year which were approved last year, as well as the following two academic years. Dates will be voted next meeting.

7:40 p.m. Superintendent's Goals - 1st Read (E. Homan)

The Superintendent presented the goals for this school year and has highlighted indicators and noted reflection on what is driving the goals for the upcoming year. Otherwise, it's the same as last year when outcomes were presented as well as evidence of progress and examples that can be submitted as part of the review process.

The Superintendent presented the Student Learning Goal, the Professional Practice Goal, Professional Practice Goal, District Improvement Goal #1 and District Improvement Goal #2.

Dr. Allison-Ampe and J. Morgan asked about the District Improvement Goal #1, particularly strong email communication, especially to students and families. P. Schlichtman felt the goals were logical as next steps and very pleased.

7:49 p.m. Superintendent's Update (E. Homan)

The Superintendent gave a brief update on the PowerSchool Security Breach and asked for any questions and there were none. The Superintendent informed the School Committee that there is a Budget Community Form on January 21 at AHS for the community to learn how the schools are funded, how the budget is created and what is being considered for next year.

Additional updates from the Superintendent included the Kindergarten registration launch date which is February 3 the Lunar New Year celebration at AHS is being held on January 25th and the Transportation Department is moving to Maple Street the week of January 20. Dr. Homan asked for feedback on website navigation updates and noted the most recent hiring search happening is for the Middle School Special Ed Coordinator; requests for a restructure may occur. Enrollments are in Novus.

L. Kardon asked if anyone is acting as interim Middle School Special Ed Coordinator. The Superintendent and Assistant Superintendent of Student Services said not yet. J. Thielman asked about data on open positions in the District. R. Spiegel said the data shows the list is shrinking but does not have a list here this evening. J. Thielman would like a list of unfilled positions to be added to the Superintendent's Report.

8:03 p.m. Consent Agenda (P. Schlichtman)

P. Schlichtman presented the Consent Agenda items:

Warrant #25156, 1-9-2025, \$1,007,219.24 School Committee DRAFT Meeting Minutes - December 19, 2024

On a **motion** made by L. Kardon, **seconded** by J. Thielman, it was **voted** to approve the Consent Agenda. **It was a unanimous vote in the affirmative**. (6-0-0)

8:05 p.m. Subcommittee/Liaison Reports/Announcements (P. Schlichtman)

- Budget K. Allison Ampe, Chair Meeting next week or two. Nothing to report.
- Community Relations L. Exton, Chair Meeting Wednesday at 6:45 p.m.
- Curriculum, Instruction, Assessment & Accountability J. Morgan, Chair Meeting next Friday (1/17) at 3 p.m. RE: Competency Determination and Program of Studies will be discussed.
- Facilities J. Thielman, Chair Met yesterday, talked about the tech and space plan.
 Going to review the tech and space plan, Ottoson SOI, capital projects happening,
 MSBA survey. L. Kardon said the report is very positive, the SOI requires Select Board
 approval and it should be discussed with the Chair. Meeting again in February to
 discuss the SOI.
- Policy & Procedures L. Kardon, Chair Meeting on 24th to review the Public Speaking policy, the 3 year school department, and some other matters. Suggests regular review of the policy manual. Dr. Allison-Ampe asked for a review of annual dates in the system. L. Kardon will check. We do School Choice every year. There was one last year we did not do.
- Arlington High School Building Committee J. Thielman, Chair The project which began in 2013 is in its final year. Phase 3 will be opening the gym, theatres, during February break. On target for completion of the project by Labor Day. There won't be any type of Opening Ceremony. P. Schlichtman asked about the electric charges on Schuller Court being broken. Dr. Homan has a request in on the situation but has not yet heard back.
- Liaison Reports None.
- Announcements None.
- Future Agenda Items None.

8:15 p.m. Adjournment (P. Schlichtman)

On a **motion** by L. Kardon, **seconded** by J. Thielman, it was **voted** to adjourn the meeting. **It** was a unanimous vote in the affirmative. (6-0-0)

Respectfully submitted,

Elizabeth M. Diggins Administrative Assistant to the Arlington School Committee

APPROVAL OF ACCOUNTS PAYABLE

I / We certify that there is due to the vendors named within this Accounts Payable Warrant the amount set against their respective names, in payment for services performed to date.

Total Warrant Amount: \$986,655.51 25171 Warrant Number:

Dated: 1/22/2025

STATEMENT MADE UNDER THE PENALTIES OF PERJURY

Francis Gorski

Superintendent of Schools/Chief Financial Officer

-DocuSigned by:

98F4BB7484426...

School Committee

School Committee

—Signed by: Kirsi Allison-Amfe

laura Gitulson

-Signed by:

School Committee

—Signed by: Jeff Thickman

School Committee

01/15/2025 13:16 izheng

|P 1 |apwarrnt

AMOUNT: \$ 986,655.51 25171 WARRANT: 01/22/2025 DATE: PAY TO EACH OF THE PERSONS NAMED IN THE ATTACHED WARRANT THE SUMS SET AGAINST THEIR RESPECTIVE NAMES, AMOUNTING IN THE AGGREGATE, AND CHARGE THE SAME TO APPROPRIATIONS OR ACCOUNTS INDICATED.

TOWN MANAGER

1/22/2025 James Feeney

-DocuSigned by:

1/22/2025

ida cody

TOWN OF ARLINGTON
TOWN OF ARLINGTON

-DocuSigned by:

-10420297607D480

-C6A066A75DFB438

COMPTROLLER

P 2 apwarrnt	2025	MENT VOUCHER CHECK		12	74	75	29		88	13	14	15	16	17	18	
	WARRANT: 25171 01/22/2025	INVOICE/AMOUNT DOCUMENT	517269	517612	-00 517874	-00 517875		1,212.70	517488	517713	517714	517715	517716	517717	517718	20,475.00
	WARF		72025 132430 90.00 90.00 CHECK TOTAL	CHECK			25	CHECK			25 52.00 5287 4,650.00		25 4,650,00 5285 2,550,00		25 1,200,00 5283 1,125,00 1,125,00	
NGTON ICE LIST	VENDOR 8304	R PO TYPE DUE DATE	00000 250159 INV 01/22/20 FAC Custod CTR PROFES Invoice Net	00000 250042 INV 01/22/2025 TRANSP Tra OE OTHER P Invoice Net	00000 251813 INV 01/22/2025 EXTEND DAY SM FOOD SU	00000 251813 INV 01/22/2025 EXTEND DAY SM FOOD SU	INVOICE NET 00000 251813 INV 01/22/2025 EXTEND DAY SM FOOD SU INVOICE NET		00000 251394 INV 01/22/2025 TRANSP Tra CTR CONTRA	100000 251551 INV 01/22/20 TRANSP TRA CTR CONTRA	10000 251551 INV 01/22/2025 TRANSP TRA CTR CONTRA	10000c 251551 INV 01/22/2025 TRANSP Tra CTR CONTRA	10000c Net 00000 251551 INV 01/22/2025 TRANSP TEA CTR CONTRA	10000 251551 INV 01/22/2025 TRANSP TEA CTR CONTRA	1000Ce Net 00000 251394 INV 01/22/2025 TRANSP TEA CTR CONTRA TRACE OF TRACE	Invoice net
01/15/2025 13:16 TOWN OF ARLINGTON izheng DETAIL INVOICE LI	CASH ACCOUNT: 0000 104013	VENDOR G/L ACCOUNTS	39400 ABCO RENTAL & STORAGE C 1 03325212 520416 4110	39400 ABCO RENTAL & STORAGE C 1 03345302 520625 3300	41449 ACE ENDICO CORP 1 12113902 520514 3520	41449 ACE ENDICO CORP 1 12113902 520514 3520	41449 ACE ENDICO CORP 1 12113902 520514 3520		36541 ACTION AMBULANCE SERVI C 1 03345322 520404 3300	36541 ACTION AMBULANCE SERVI C 1 03343092 520404 3300	36541 ACTION AMBULANCE SERVI C 1 03343092 520404 3300	36541 ACTION AMBULANCE SERVI C 1 03343092 520404 3300	36541 ACTION AMBULANCE SERVI C 1 03343092 520404 3300	36541 ACTION AMBULANCE SERVI C 1 03343092 520404 3300	36541 ACTION AMBULANCE SERVI C 1 03345322 520404 3300	

39158 AHMADI, ANDREW 00000 253435 INV 01/22/2025 1 03221222 520629 2354 C&I Profes OE PROFESS Invoice Net

517486

REIMB 12/5/2024 353.41 353.41

P 3 apwarrnt		VOUCHER CHECK											
	25171 01/22/2025	DOCUMENT	353.41	517268	517836	000	114.18	517133	517312	517319	517320	517322	517323
	WARRANT: 25	INVOICE/AMOUNT	CHECK TOTAL	1010784 99,989.00 99,989.00 CHECK TOTAL 99	2987 800.00 800.00 600.00		REIMMILEAGEDEC24 114.18 114.18 CHECK TOTAL	605 44.09 44.09 4.41 97.00 CHECK TOTAL	1DY6-M9GV-X36J 53.99	53.99 IRWT-G4PF-YK4K 83.99	83.99 1FVH-C6NH-9CHQ 127.24	127.24 1147-V64F-K7NV 36.59	1666-CH6X-61LL 239.98 239.98
ARLINGTON INVOICE LIST	3 VENDOR 8304	R PO TYPE DUE DATE		00000 253422 INV 01/22/2025 HEPA FLTRS HEPA SCH Invoice Net	00000 253446 INV 01/22/2025 YOUTH FALL PS TEACHER Invoice Net	1	00000 251249 Inv 01/22/2025 TRANSP Tra CTR CONTRA Invoice Net	00000 252619 INV 01/22/2025 ATHLETICS CTR ATHLET ATHLETICS CTR ATHLET ATHLETICS CTR ATHLET ATHLETICS CTR ATHLET Invoice Net	00001 253406 INV 01/22/2025 PEIRCE ETE SM INSTRUC	INVOICE NET 00001 252865 INV 01/22/2025 ADMIN SUPE OE CAPITAL	10001Ce Net 00001 253012 INV 01/22/2025 ADMIN SUPE SM OFFICE	10001 253094 INV 01/22/2025 GILBERT & OE MISC EX	INVOICE NET 00001 252281 INV 01/22/2025 STRATTON E SM INSTRUC INVOICE NET
01/15/2025 13:16 TOWN OF ARL1 izheng DETAIL INV	CASH ACCOUNT: 0000 10401	VENDOR G/L ACCOUNTS		38993 AIR FILTER SALES INC 1 23201924 578087	36077 ALLENKINGSLEY INC 1 12013806 510102 6200		43477 ALMOND, ERIN & STEVEN (1 03343102 520404 3300	41885 AMARA, SEBASTIANO 1 03256022 520402 3510 2 03256082 520402 3510 3 03256092 520402 3510 4 03256192 520402 3510	38648 AMAZON CAPITAL SERVICE (1 03140042 520518 2415	38648 AMAZON CAPITAL SERVICE (1 03214012 520604 1210	38648 AMAZON CAPITAL SERVICE (1 03214012 520523 1210	38648 AMAZON CAPITAL SERVICE (1 12345 520619 3520	38648 AMAZON CAPITAL SERVICE (1 03150042 520518 2415

	P 4 apwarrnt	СНЕСК					
		VOUCHER					
517324	01/22/2025	DOCUMENT	517755	517277	517850	517834	517645 517646 517647 517648
.4 6 973.28	25171	: : :	2,476.30		2,248.20	97.50	.24
1GTM-G944-KYL4 182.63 182.63 1K77-3LKV-3PT6 248.86 248.86 CHECK TOTAL	WARRANT:	INVOICE/AMOUNT	ES-18351 2,476.30 2,476.30 CHECK TOTAL	1,738.20 1,738.20 1,738.20 1589480 510.00	CHĒ	CHECK TOTAL Tea Fall 24 52.50 45.00 97.50 CHECK TOTAL	HCS_EV_DEC24 1,263.75 1,263.75 1,063.75 1,036.25 1,036.25 HABACS_MS_DEC24 546.25 546.25 1,210.00 1,210.00
38648 AMAZON CAPITAL SERVICE 00001 252833 INV 01/22/2025 1 03030052 520518 2415 GIBBS Seco SM INSTRUC 38648 AMAZON CAPITAL SERVICE 00001 252552 INV 01/22/2025 1 03140042 520518 2415 PEIRCE Ele SM INSTRUC Invoice Net	01/15/2025 13:16 TOWN OF ARLINGTON izheng DETAIL INVOICE LIST CASH ACCOUNT: 0000 104013 VENDOR 8304	G/L ACCOUNTS R PO	32127 ARLINGTON MUNICIPAL SO 00001 250151 INV 01/22/2025 1 03325202 520628 4130 FAC Facili OE POWER E Invoice Net	1195 AMERICAN ALARM & COMMU 00000 253013 INV 01/22/2025 1 03325202 520418 4225 FAC Facili CTR SECURI INVOICE NET INVOICE NET 1195 AMERICAN ALARM & COMMU 00000 253013 INV 01/22/2025 1 03325202 520418 4225 FAC FACILI CTR SECURI	Involce Net 41644 AMERICAN ASSOCIATION O 00000 253238 INV 01/22/2025 1 10022025 520643 2354 TITLE IIA OE TITLE I Invoice Net	30895 ANGIOLILLO, PAUL 00000 253445 INV 01/22/2025 1 12013802 510102 6200 ADULT FALL PS TEACHER 2 12013802 520518 6200 ADULT FALL SM INSTRUC Invoice Net	29770 ARISE CONSULTING SERVI 00001 250033 INV 01/22/2025 1 03233012 520416 2320 Sped Speci CTR PROFES Invoice Net 29770 ARISE CONSULTING SERVI 00001 250032 INV 01/22/2025 1 03233012 520416 2320 Sped Speci CTR PROFES 29770 ARISE CONSULTING SERVI 00001 250031 INV 01/22/2025 1 03233012 520416 2320 Sped Speci CTR PROFES Invoice Net 29770 ARISE CONSULTING SERVI 00001 250030 INV 01/22/2025 1 03233012 520416 2320 Sped Speci CTR PROFES I 03233012 520416 2320 Sped Speci CTR PROFES I 03233012 520416 2320 Sped Speci CTR PROFES I 03233012 520416 2320 Sped Speci CTR PROFES

517649	517650	517652	517653
HCS_DL_DEC24 547.50 547.50	ABACS_JL_DEC24 287.50 287.50	HABACS_JH_DEC24 230.00 230.00	HCS_BH_DEC24 1,125.00 1,125.00
29770 ARISE CONSULTING SERVI 00001 250028 INV 01/22/2025 1 03233012 520416 2320 Sped Speci CTR PROFES TRADICE NOT	29770 ARISE CONSULTING SERVI 00001 252432 INV 01/22/2025 1 03233012 520416 2320 sped speci CTR PROFES	29770 ARISE CONSULTING SERVI 00001 251987 INV 01/22/2025 1 03233012 520416 2320 Sped Speci CTR PROFES	29770 ARISE CONSULTING SERVI 00001 250011 INV 01/22/2025 1 03233012 520416 2320 sped speci CTR PROFES Invoice Net

01/15/2025 13:16 TOWN OF ARLINGTON izheng DETAIL INVOICE LIST					P apwarrnt
CASH ACCOUNT: 0000 104013 VENDOR 8304)4	WARRANT: 25171	01/22/2025		
VENDOR G/L ACCOUNTS R PO TYPE	PE DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
29770 ARISE CONSULTING SERVI 00001 252737 INV 1 03233012 520416 2320 sped specij CTR	/ 01/22/2025 PROFES	FBA_RD_DEC24 1,840.00	517654		
Involce Net 29770 ARISE CONSULTING SERVI 00001 250010 INV 1 03233012 520416 2320 sped speci CTR	/ 01/22/2025 PROFES	1,640.00 HCS_LC_DEC24 1,437.50	517655		
1001CB NET 100501 100501 251985 INV 01/22/2025 100501 251985 INV 01/22/2025 1 03233012 520416 2320 special crr PROFES		L,437.50 HABACS_RB_DEC24 230.00	517656		
THAN ICE NEL		CHECK TOTAL 9,753.75	.75	1	
37842 CROSTA PIZZA INC 00000 253337 INV 01/22/2025 1 12113902 520514 3520 EXTEND DAY SM FOOD SU	/ 01/22/2025 -00D SU	BRACKETTAASPDEC18 727.87	517482		
		727.87 CHECK TOTAL 727.87	.87	ł	
21399 ARLINGTON COMMUNITY ME 00001 253351 INV 01/22/2025 1 12113902 520601 3520 EXTEND DAY OE OTHER E Invoice Net		11262024 300,00 300,00	517475		
		CHECK TOTAL 300.00		-	
42525 ARXED 00000 253323 INV 01/22/2025 1 03221222 520416 2354 C&I Profes CTR PROFES		1617 4,750.00 4,750.00	517476		
דויסיורת ואפר		CHECK TOTAL 4,750.00	00	;	
41791 B-SQUAD INC 00000 251604 INV 01/22/2025 1 03343102 520404 3300 TRANSP Tra CTR CONTRA	/ 01/22/2025 CONTRA	BSQ-230138 5,780.00	517598		
41791 B-SQUAD INC 00000 251604 INV 01/22/2025 1 03343102 520404 3300 TRANSP Tra CTR CONTRA Invoice Net	/ 01/22/2025 CONTRA	5,70.00 BSQ-230139 5,440.00 5,440.00	517599		

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BSQ-230141 517601 1,425.00	1,423.00 BSQ-230140 517602 1,615.00	517604 6,075.00 6,075.00	CHECK TOTAL 27.220.00	/er		WARRANT: 25171 01/22/2025	INVOICE/AMOUNT DOCUMENT VC	250.00 250.00 CHECK TOTAL 250.00	371063 120.00	120.00 371135 250.00 250.00	230.00 371064 1,775.00 1,775.00	CHECK TOTAL 2,145.00	616 66.36 6.64 66.36 66.46	T46.00 CHECK TOTAL 146.00	REIMMILEAGEDEC24 517663	189.72 CHECK TOTAL 189.72
11395 INV 01/22/2025 a CTR CONTRA	95 INV 01/22/2025 CTR CONTRA		66 INV 01/22/2025 CTR CONTRA t	43778 BAGNOLE, VERONICA 00000 253571 INV 01/22/2025	01/15/2025 13:16 TOWN OF ARLINGTON izheng	CASH ACCOUNT: 0000 104013 VENDOR 8304	VENDOR G/L ACCOUNTS R PO TYPE DUE DATE	ER E	24583 BAYSTATE INTERPRETERS, 00001 251361 INV 01/22/2025 1 03233012 520416 2330 Sped Speci CTR PROFES	24583 BAYSTATE INTERPRETERS, 00001 251361 INV 01/22/2025 1 03233012 520416 2330 Sped Speci CTR PROFES	24583 BAYSTATE INTERPRETERS, 00001 251361 INV 01/22/2025 1 03233012 520416 2330 Sped speci CTR PROFES TRANDICE NOT			INVOICE NET	39028 BELLON, LAUREN 00000 252392 INV 01/22/2025 1 03343102 520404 3300 TRANSP Tra CTR CONTRA	Net

		P 7 apwarrnt		VOUCHER CHECK					
GRANTTOURNAMENT 350.00 350.00 GRANTTOURNAMENT 350.00 350.00 TOTAL 24374-2 400.00 24375-2 300.00	CHECK TOTAL 2,700.00 328371 517479 134.30 134.30		WARRANT: 25171 01/22/2025	INVOICE/AMOUNT DOCUMENT	331204 160.85	160.85 331205 168.00 168.00 CHECK TOTAL 463.15	Winter Solstice12-24 517830 262.50 262.50 CHECK TOTAL 262.50	570 44.09 4.41 44.09 4.41	97.00 684 44.09 4.41 44.09 4.41
34189 FRIENDS OF BELMONT WRE 00000 251784 INV 01/22/2025 1 03256192 520402 3510 ATHLETICS CTR ATHLET 1 03256192 520402 3510 ATHLETICS CTR ATHLET 1 03256192 520402 3510 ATHLETICS CTR ATHLET Invoice Net 1 23201921 582043 ARPA DESGN SCH HVAC 1 23201921 582043 ARPA DESGN SCH HVAC 1 23201921 582043 ARPA DESGN SCH HVAC I 23201921 582043 ARP	22234 THE BOOK RACK 00001 252336 INV 01/22/2025 1 03101162 520528 2410 BISHOP Lib SM TEXTBOO Invoice Net	01/15/2025 13:16 TOWN OF ARLINGTON izheng DETAIL INVOICE LIST	CASH ACCOUNT: 0000 104013 VENDOR 8304	VENDOR G/L ACCOUNTS R PO TYPE DUE DATE	22234 THE BOOK RACK 00001 253071 INV 01/22/2025 1 03221022 520528 2410 C&L Englis SM TEXTBOO	Involce Net 00001 253200 INV 01/22/2025 1 03221022 520528 2410 C&I Englis SM TEXTBOO Invoice Net	24434 BOUTWELL, ROLAND H 00000 253441 INV 01/22/2025 1 12013802 510102 6200 ADULT FALL PS TEACHER Invoice Net	43781 BRADANESE, GERRY 00000 252619 INV 01/22/2025 1 03256022 520402 3510 ATHLETICS CTR ATHLET 2 03256082 520402 3510 ATHLETICS CTR ATHLET 3 03256092 520402 3510 ATHLETICS CTR ATHLET 4 03256192 520402 3510 ATHLETICS CTR ATHLET	A3781 BRADANESE, GERRY 00000 252619 INV 01/22/2025 1 0325602 520402 3510 ATHLETICS CTR ATHLET 2 03256082 520402 3510 ATHLETICS CTR ATHLET 3 03256092 520402 3510 ATHLETICS CTR ATHLET 4 03256192 520402 3510 ATHLETICS CTR ATHLET

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97.00 CHECK TOTAL 194.00	21006752SP25_VR 517453 3,500.00 3,500.00 21006959SP25_AN 517454 3,500.00 CHECK TOTAL 7,000.00	4412 320.00 320.00 4412. 468.75 468.75 CHECK TOTAL 788.75	13008 5,184.88 5,184.88 CHECK TOTAL 5,184.88		WARRANT: 25171 01/22/2025 TNVOTCE/AMOLINT DOCUMENT	00.06	ST2412-0006 8,036.55 8,036.55 ST2412-0118 7,750.35 CHECK TOTAL 15,786.90	894000 517699 26,976.20 26,976.20 26,976.20	Essentrics Fall24 517879 1,100.00
Invoice Net	41270 BRANDEIS UNIVERSITY 00000 251869 INV 01/22/2025 1 03221222 520612 2354 C&I Profes OE GRADUAT Invoice Net Invoice Net 00000 251869 INV 01/22/2025 1270 BRANDEIS UNIVERSITY 00000 251869 INV 01/22/2025 1 03221222 520612 2354 C&I Profes OE GRADUAT Invoice Net	43019 BRIDGING INDEPENDENT L 00000 250006 INV 01/22/2025 1 03233012 520416 2320 speci CTR PROFES Invoice Net 1 03233012 520416 2320 speci CTR PROFES Invoice Net I 03233012 520416 2320 speci CTR PROFES Invoice Net	23730 BROCCOLI HALL INC. 00000 252598 INV 01/22/2025 1 03233062 520645 9300 SpEd Out o OE TUITION Invoice Net	01/15/2025 13:16 TOWN OF ARLINGTON izheng DETAIL INVOICE LIST	CASH ACCOUNT: 0000 104013 VENDOR 8304	0 BURRELL, RYAN 00000 253463 INV 01/22 1 12013802 510328 6200 ADULT FALL OS TEMPORA Invoice Net	71020 C.A.S.E. COLLABORATIVE 00001 250449 INV 01/22/2025 1 03233062 520645 9400 SpEd out o OE TUITION Invoice Net 71020 C.A.S.E. COLLABORATIVE 00001 253010 INV 01/22/2025 1 03233062 520645 9400 SpEd out o OE TUITION Invoice Net	71159 CARDINAL CUSHING CENTE 00000 250077 INV 01/22/2025 1 03233062 520645 9300 SpEd Out o OE TUITION Invoice Net	42376 CARDONE, ALISSA 00000 253470 INV 01/22/2025 1 12013802 510102 6200 ADULT FALL PS TEACHER

						P 9 apwarrnt	VOUCHER CHECK		
1,100.00 CHECK TOTAL 1,100.00	REIMMILEAGEDEC24 517622 33.50 33.50 33.50	52795302 RI 517483 850.03 850.03 CHECK TOTAL 850.03	Reimb wood Fall24 517829 119.74 119.74 119.74 CHECK TOTAL 119.74	2959633 517208 350.00 350.00 CHECK TOTAL 350.00	1152 4,125.00 4,125.00 CHECK TOTAL 4,125.00		WARRANT: 25171 01/22/2025 INVOICE/AMOUNT DOCUMENT	552 44.09 4.41 44.09 4.41 97.00 CHECK TOTAL 97.00	32602 1,239.00 1,239.00 3,023.75 3,023.75 3,023.75 CHECK TOTAL 4,262.75
Invoice Net	26998 CARLSON,CHRIS 00000 252674 INV 01/22/2025 1 03233002 520603 2110 Sped Speci OE BUSINES Invoice Net	70762 CAROLINA BIOLOGICAL SU 00001 253106 INV 01/22/2025 1 03011122 520518 2415 AHS Scienc SM INSTRUC Invoice Net	43028 CARR, MELISSA H 00000 253458 INV 01/22/2025 1 12013802 520518 6200 ADULT FALL SM INSTRUC Invoice Net	43631 CHRISTIAN BROTHERS OF 00000 252458 INV 01/22/2025 1 03256042 520402 3510 ATHLETICS CTR ATHLET Invoice Net	43628 CBC TRANS LLC 00000 252437 INV 01/22/2025 1 03345322 520404 3300 TRANSP Tra CTR CONTRA Invoice Net	01/15/2025 13:16 TOWN OF ARLINGTON izheng DETAIL INVOICE LIST	CASH ACCOUNT: 0000 104013 VENDOR 8304 VENDOR G/L ACCOUNTS R PO TYPE DUE DATE	43782 CHABON, ANDREW 00000 252619 INV 01/22/2025 1 03256022 520402 3510 ATHLETICS CTR ATHLET 2 03256082 520402 3510 ATHLETICS CTR ATHLET 3 03256092 520402 3510 ATHLETICS CTR ATHLET 4 03256192 520402 3510 ATHLETICS CTR ATHLET Invoice Net	43483 CHATTERBOXES LLC 00001 251621 INV 01/22/2025 1 03233012 520416 2320 sped speci CTR PROFES Invoice Net 00001 251621 INV 01/22/2025 00001 251621 INV 01/22/2025 1 03233012 520416 2320 sped speci CTR PROFES Invoice Net

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517882	517726	517597 517633 517634 517635 517637 517637	01/22/2025	517640 517641 517642 517644
Mandarin Fall24 600.00 65.60 665.60 CHECK TOTAL 665.60	222965 1,059.05 1,059.05 CHECK TOTAL 1,059.05		WARRANT: 25171	22-2820 113.76 113.76 22-2819 370.16 370.16 540.80 540.80 540.80 540.80 570.80 570.80 570.80
43681 CHEN, TONG 00000 253472 INV 01/22/2025 1 12013802 510102 6200 ADULT FALL PS TEACHER 2 12013802 520518 6200 ADULT FALL SM INSTRUC INVOICE NET	42784 PC PARTS PLUS LLC 00000 252931 INV 01/22/2025 1 03010052 520505 2415 AHS Second SM COMPUTE INVOICE NET	34159 JAMES M. DONAHER Sped speci CTR PROFES Invoice Net 1 03233012 520416 2330 Sped speci CTR PROFES Invoice Net 2 00001 250004 INV 01/22/2025 Sped speci CTR PROFES Invoice Net 2 00001 250004 INV 01/22/2025 Sped speci CTR PROFES Invoice Net 2 0001 250004 INV 01/22/2025 Sped speci CTR PROFES Invoice Net 2 0001 250004 INV 01/22/2025 Sped speci CTR PROFES Invoice Net 2 0001 250004 INV 01/22/2025 Sped speci CTR PROFES Invoice Net 2 0001 250004 INV 01/22/2025 Sped speci CTR PROFES Invoice Net 1 03233012 520416 2330 Sped speci CTR PROFES Invoice Net 1 03233012 520416 2330 Sped speci CTR PROFES Invoice Net 1 03233012 520416 2330 Sped speci CTR PROFES Invoice Net Invoice Ne	2025 13:16 TOWN OF ARLINGTON DETAIL INVOICE LIST SH ACCOUNT: 0000 104013 VENDOR 8304	34159 JAMES M. DONAHER 1 03233012 520416 2330 Sped Speci CTR PROFES Invoice Net

						P 11 apwarrnt	VOUCHER CHECK	
CHECK TOTAL 5,331.28	2024-2025-114 517608 6,825.33 6,825.33 5024-2025-115 517609 6,589.20 6,589.20 6,022.35 6,022.35 6,022.35 6,022.35 6,022.35 6,022.35 6,022.35 6,022.35 6,022.35 6,022.35 6,032.35 6,032.35 6,032.35 6,032.35 6,032.35 6,032.35	CHECK TOTAL C1215-24AHS 1,850.00 1,850.00 1,850.00 1,850.00 CHECK TOTAL 3,700.00	17879 517478 163.84 163.84 163.84	12,039.12 12,039.12 12,039.12 CHECK TOTAL 12,039.12	443407 517831		WARRANT: 25171 01/22/2025 INVOICE/AMOUNT DOCUMENT	366.00 366.00 36700 387.00 517280 987.00 CHECK TOTAL 987.00
	70934 CLEARWAY SCHOOL 103233062 520645 9300 Sped Out 0 OE TUITION Invoice Net 00000 250086 INV 01/22/2025 00000 250086 INV 01/22/2025 103233062 520645 9300 Sped Out 0 OE TUITION Invoice Net 00000 250086 INV 01/22/2025 0034 CLEARWAY SCHOOL 0000 250074 INV 01/22/2025 103233062 520645 9300 Sped Out 0 OE TUITION Invoice Net 00000 250086 INV 01/22/2025 000000 250086 INV 01/22/2025 00000 250086 INV 01/22/2025 000000 250086 INV 01/22/2025 00000 00000 00000 00000 00000 00000 0000	41697 COACH EXPRESS MA INC 00001 252909 INV 01/22/2025 1 03256132 520402 3510 SKI TEAM CTR ATHLET Invoice Net Throise Met 00001 252909 INV 01/22/2025 1 03256132 520402 3510 SKI TEAM CTR ATHLET Invoice Net Invoice Net	43382 COFFMAN SPECIALTIES CO 00000 251197 INV 01/22/2025 1 03011042 520518 2415 AHS Family SM INSTRUC Invoice Net	70962 THE COLLEGE BOARD 00020 253320 INV 01/22/2025 1 03222022 520508 2354 C&I Guidan SM EDUCATI Invoice Net	19921 COLLINS SPORTS MEDICIN 00001 253335 INV 01/22/2025	TOWN OF ARLINGTON DETAIL INVOICE LIST	CASH ACCOUNT: 0000 104013 VENDOR 8304 VENDOR G/L ACCOUNTS R PO TYPE DUE DATE	1 03011102 520518 2415 C&I HEALTH SM INSTRUC Invoice Net 25897 COMBUSTION SERVICE COM 00000 253417 INV 01/22/2025 1 03325202 520403 4220 FAC Facili CTR BOILER Invoice Net

							P 12 apwarrnt	VOUCHER CHECK	
ARL.F2024 517871 131.25 131.25 CHECK TOTAL 131.25	REIMMILEAGEDEC24 517620 45.83 45.83 45.83 45.83	611 66.36 6.64 66.36 6.64 146.00 CHECK TOTAL 146.00	INV01460 517710 129.00 129.00 129.00 CHECK TOTAL 129.00	CP-1881 517210 711.50 711.50 CHECK TOTAL 711.50	595 44.09 4.41 44.09 4.41 97.00 CHECK TOTAL 97.00	ACE-02 1,200.00 1,200.00	WARRANT: 25171 01/22/2025	INVOICE/AMOUNT DOCUMENT	CHECK TOTAL 1,200.00 INV1794 517686 9,606.00
71031 CONCORD CARLISLE REGIO 00001 253464 INV 01/22/2025 1 12013802 510102 6200 ADULT FALL PS TEACHER Invoice Net	42628 CONNELL, KATHERINE 00000 252311 INV 01/22/2025 1 03233012 520603 2352 Sped Speci OE BUSINES Invoice Net	12853 CONSILVIO, EDWARD 00000 252619 INV 01/22/2025 1 03256022 520402 3510 ATHLETICS CTR ATHLET 2 03256082 520402 3510 ATHLETICS CTR ATHLET 3 03256092 520402 3510 ATHLETICS CTR ATHLET 4 03256192 520402 3510 ATHLETICS CTR ATHLET Invoice Net	41623 CONTINUED.COM LLC 00000 253342 INV 01/22/2025 1 10092024 520416 2305 EARLY PART CTR PROFES Invoice Net	43604 HODGMAN, THOMAS M 00000 252267 INV 01/22/2025 1 03221172 520518 2415 C&I Music SM INSTRUC Invoice Net	43783 COOKE, KELLY 00000 252619 INV 01/22/2025 1 03256022 520402 3510 ATHLETICS CTR ATHLET 2 03256082 520402 3510 ATHLETICS CTR ATHLET 3 03256092 520402 3510 ATHLETICS CTR ATHLET 4 03256192 520402 3510 ATHLETICS CTR ATHLET Invoice Net	43232 COOPERSON, DANA A 00000 253471 INV 01/22/2025 1 12013802 510102 6200 ADULT FALL PS TEACHER Invoice Net	01/15/2025 13:16 TOWN OF ARLINGTON izheng DETAIL INVOICE LIST CASH ACCOUNT: 0000 104013 VENDOR 8304	VENDOR G/L ACCOUNTS R PO TYPE DUE DATE	71088 COTTING SCHOOL INC 00000 250095 INV 01/22/2025 1 03233062 520645 9300 SpEd Out o OE TUITION

								P 13 apwarrnt		СНЕСК
										VOUCHER
517687	517999	517195	517885	517685	517281	517740	517878		01/22/2025	DOCUMENT
28,818.00	124	DEC24 13.40	121824	31,365.18	850.00	393,95	400.00		25171	TNU
9,606.00 inv1793 9,606.00 9,606.00 9,606.00 9,606.00	Hip Hop Fall24 1,500.00 1,500.00 CHECK TOTAL	REIMMILEAGEDEC24 13.40 13.40 CHECK TOTAL	23890048 12 21.16 21.16 CHECK TOTAL	2265 31,365.18 31,365.18 CHECK TOTAL	W01921 850.00 850.00 CHECK TOTAL	31678/ 393.95 393.95 CHECK TOTAL	1210 400.00 400.00 CHECK TOTAL		WARRANT:	INVOICE/AMOUNT
Invoice Net 00000 250076 INV 01/22/2025 -5 9300 Sped Out o OE TUITION Invoice Net 00000 250075 INV 01/22/2025 -5 9300 Sped Out o OE TUITION Invoice Net 0 OE TUITION	00000 253570 INV 01/22/2025 2 6200 ADULT FALL PS TEACHER Invoice Net	00000 252212 INV 01/22/2025 8 2354 SYST HEALT SM EDUCATI Invoice Net	00000 253509 INV 01/22/2025 3 6200 COMED ADMI SM OFFICE Invoice Net	NC. 00000 250073 INV 01/22/2025 5 9300 SpEd Out o OE TUITION Invoice Net	00000 253175 INV 01/22/2025 0 FACILITIES REPAIRS AN Invoice Net	00001 253407 INV 01/22/2025 4 3520 C&I Social SM FOOD SU Invoice Net	. 00000 253469 INV 01/22/2025 12 6200 ADULT FALL PS TEACHER Invoice Net	TOWN OF ARLINGTON DETAIL INVOICE LIST	104013 VENDOR 8304	R PO TYPE DUE DATE
71088 COTTING SCHOOL INC 1 03233062 520645 71088 COTTING SCHOOL INC 1 03233062 520645	43678 CROWE, CEDRIC 1 12013802 510102	40565 CROWE, DOREEN 1 03992012 520508	33483 CRYSTAL ROCK LLC 1 12013801 520523	17924 CRYSTAL SPRINGS INC. 1 03233062 520645 9300	21066 CUES 1 0119252 524000	71176 D'AGOSTINO'S DELI 1 03221152 520514	42226 DELMONICO, PAUL A 1 12013802 510102	01/15/2025 13:16 TOWN izheng DETK	CASH ACCOUNT: 0000	VENDOR G/L ACCOUNTS

517720 517721 517722 964.08	517282	517141	517275	517022 517024 517036 517040 517379
7578001 823.96 823.96 7579883 88.86 7579911 51.26 51.26 CHECK TOTAL	544 44.09 4.41 44.09 4.41 97.00 CHECK TOTAL	628 33.18 3.32 33.18 3.32 73.00 CHECK TOTAL	261920 600.00 600.00 CHECK TOTAL	3,79107 3,791.46 3,791.46 5,755.60 5,755.60 214.89 214.89 379108 388.39 388.39 382.34 2,726.22
71246 DEMCO, INC. 00005 253090 INV 01/22/2025 1 03021162 520528 2410 OMS Librar SM TEXTBOO Invoice Net 00005 253102 INV 01/22/2025 1 03151162 520528 2410 STRATTON L SM TEXTBOO Invoice Net 00005 253103 INV 01/22/2025 1 03141162 520528 2410 PEIRCE Lib SM TEXTBOO Invoice Net Invoice N	41720 DESKOVICH, JOHN 00000 252619 INV 01/22/2025 1 03256022 520402 3510 ATHLETICS CTR ATHLET 2 03256082 520402 3510 ATHLETICS CTR ATHLET 3 03256092 520402 3510 ATHLETICS CTR ATHLET 4 03256192 520402 3510 ATHLETICS CTR ATHLET Invoice Net	42869 DEVLIN, MICHAEL 00000 252619 INV 01/22/2025 1 03256022 520402 3510 ATHLETICS CTR ATHLET 2 03256082 520402 3510 ATHLETICS CTR ATHLET 3 03256092 520402 3510 ATHLETICS CTR ATHLET 4 03256192 520402 3510 ATHLETICS CTR ATHLET Invoice Net	2890 DRAIN DOCTOR INC 00000 250702 INV 01/22/2025 1 03325202 520415 4220 FAC FACHACITI CTR PLUMBI Invoice Net	42609 METROPOLITAN FOODS INC 00000 251367 INV 01/22/2025 INC 00000 SM FOOD SU INVOICE NET INVOICE NET INVOICE NET SCHOOL FOO SM FOOD SU INC 00000 251367 INV 01/22/2025 SCHOOL FOO SM FOOD SU INVOICE NET INVOICE

01/15/2025 13:16 | TOWN OF ARLINGTON izheng | DETAIL INVOICE LIST

VENDOR 8304

CASH ACCOUNT: 0000 104013

WARRANT: 25171 01/22/2025

|P 14 |apwarrnt

1367 INV 01/22/2025 36.2945 51738 Net	S R PO TYPE DUE D	DATE INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
INC 00000 251367 INV 01/22/2025 362946 51738 SCHOOL FOO SM FOOD SU 463.70 INVOICE NET TO 01/22/2025 362953 51738 SCHOOL FOO SM FOOD SU 3,033.44 INC 00000 251367 INV 01/22/2025 362954 51738 SCHOOL FOO SM FOOD SU 3,033.44 INC 00000 251367 INV 01/22/2025 6.06 INVOICE NET TO 01/22/2025 1,765.85 INC 00000 251367 INV 01/22/2025 1,769 INC 00000	INC O		517380		
INC 00000 251367 INV 01/22/2025 46293 51738 SCHOOL FOO SM FOOD SU INVOICE NET INVOICE NET INC 00000 251367 INV 01/22/2025 6.06 INVOICE NET INVOICE NET INVOICE NET INVOICE NET INVOICE NET INC 00000 251367 INV 01/22/2025 1.765.85 INC 00000 251367 INV 01/22/2025 1.749 INC 00000 251367 INV 01/22/2025 1.759 INC 00000 251367 INV 01/22/2	INC		517382		
INC 00000 25.367 INV 01/22/2025 36.295 SCHOOL FOO SM FOOD SU SCHOOL FOO SM FOOD SU INC 00000 25.1367 INV 01/22/2025 36.2956 INC 00000 25.1367 INV 01/22/2025 6.06 INC 00000 25.1367 INV 01/22/2025 1.765.85 INC 00000 25.1367 INV 01/22/2025 35.9258 INC 00000 25.1367 INV 01/22/2025 35.9258 INC 00000 25.1367 INV 01/22/2025 35.9258 INC 00000 25.1367 INV 01/22/2025 36.2959 INC 00000 25.1367 INV 01/22/2025 36.755 INC 00000 25.1367 INV 01/22/2025 36.756 INC 00000 25.1367 INV	INC		517383		
INC 00000 251367 INV 01/22/2025 5.053.44 INC 00000 251367 INV 01/22/2025 6.06 INC 00000 251367 INV 01/22/2025 6.06 INC 00000 251367 INV 01/22/2025 1.765.85 INC 00000 251367 INV 01/22/2025 359.28 INC 00000 251367 INV 01/22/2025 359.28 INC 00000 251367 INV 01/22/2025 359.28 INC 00000 251367 INV 01/22/2025 362959 SCHOOL FOO SM FOOD SU 8164.52 INC 00000 251367 INV 01/22/2025 8.164.52 INC 00000 251367 INV 01/22/2025 8.164.52 INC 00000 251367 INV 01/22/2025 8.164.52 INC 00000 251367 INV 01/22/2025 8.267.55 INC 00000 251367 INV 01/22/2025 8.26.75	INC		517385		
INC 00000 251367 INV 01/22/2025 36.2956 5.000	INC		517386		
INC 00000 251367 INV 01/22/2025 359.28 SCHOOL FOO SM FOOD SU 3529.28 INC 00000 251367 INV 01/22/2025 359.28 INC 00000 251367 INV 01/22/2025 362959 SCHOOL FOO SM FOOD SU 60.60 INC 00000 251367 INV 01/22/2025 362960 SCHOOL FOO SM FOOD SU 74.90 INC 00000 251367 INV 01/22/2025 362960 SCHOOL FOO SM FOOD SU 74.90 INC 00000 251367 INV 01/22/2025 367764 SCHOOL FOO SM FOOD SU 367764 INC 00000 251367 INV 01/22/2025 56.75 INC 00000 251367 INV 01/22/2025 367766 SCHOOL FOO SM FOOD SU 1,240.53 INC 00000 251367 INV 01/22/2025 367766 SCHOOL FOO SM FOOD SU 1,240.53 INC 00000 251367 INV 01/22/2025 367766 SCHOOL FOO SM FOOD SU 1,240.53 INC 00000 251367 INV 01/22/2025 367767 SCHOOL FOO SM FOOD SU 1,260.53 INC 00000 251367 INV 01/22/2025 367768 SCHOOL FOO SM FOOD SU 75.90 INC 00000 251367 INV 01/22/2025 367760 SCHOOL FOO SM FOOD SU 75.90 INC 00000 251367 INV 01/22/2025 367760 SCHOOL FOO SM FOOD SU 75.90 INC 00000 251367 INV 01/22/2025 367760 SCHOOL FOO SM FOOD SU 75.90 INC 00000 251367 INV 01/22/2025 367760 SCHOOL FOO SM FOOD SU 75.90 INC 00000 251367 INV 01/22/2025 367770 SCHOOL FOO SM FOOD SU 75.90	INC		517388		
INC 00000 251367 INV 01/22/2025 359.28 SCHOOL FOO SM FOOD SU 60.60 INVOICE NET 1NV 01/22/2025 8,164.52 INC 00000 251367 INV 01/22/2025 8,164.52 INC 00000 251367 INV 01/22/2025 362960 SCHOOL FOO SM FOOD SU 8,164.52 INC 00000 251367 INV 01/22/2025 367764 SCHOOL FOO SM FOOD SU 3,870.49 INC 00000 251367 INV 01/22/2025 367765 SCHOOL FOO SM FOOD SU 56.75 INC 00000 251367 INV 01/22/2025 367765 SCHOOL FOO SM FOOD SU 56.75 INC 00000 251367 INV 01/22/2025 367767 SCHOOL FOO SM FOOD SU 56.75 INC 00000 251367 INV 01/22/2025 367767 SCHOOL FOO SM FOOD SU 75.90 INC 00000 251367 INV 01/22/2025 367767 SCHOOL FOO SM FOOD SU 75.90 INC 00000 251367 INV 01/22/2025 367767 SCHOOL FOO SM FOOD SU 75.90 INC 00000 251367 INV 01/22/2025 367770 SCHOOL FOO SM FOOD SU 75.90 INC 00000 251367 INV 01/22/2025 367770 SCHOOL FOO SM FOOD SU 75.90 INC 00000 251367 INV 01/22/2025 367770 SCHOOL FOO SM FOOD SU 75.90	INC O		517390		
INC 00000 251367 INV 01/22/2025 362959 SCHOOL FOO SM FOOD SU INVOICE NET	INC OC		517392		
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INC 00000 251367 INV 01/22/2025 3,87764 SCHOOL POO SM FOOD SU 3,870.49 INC 00000 251367 INV 01/22/2025 36,755 INC 00000 251367 INV 01/22/2025 36,755 INC 00000 251367 INV 01/22/2025 36,755 INC 00000 251367 INV 01/22/2025 36,756 INC 00000 251367 INV 01/22/2025 36,767 SCHOOL FOO SM FOOD SU 1,240.53 INC 00000 251367 INV 01/22/2025 36,767 SCHOOL FOO SM FOOD SU 32,74 INVOICE NET 100 SM FOOD SU 75,90 INC 00000 251367 INV 01/22/2025 36,7767 SCHOOL FOO SM FOOD SU 75,90 INC 00000 251367 INV 01/22/2025 36,770 SCHOOL FOO SM FOOD SU 75,90 INC 00000 251367 INV 01/22/2025 36,770 SCHOOL FOO SM FOOD SU 75,90	INC OC		517395		
INC 00000 251367 INV 01/22/2025 36.775 SCHOOL POO SM FOOD SU 56.75 INVOICE NET 56.75 INVOICE NET 56.75 INC 00000 251367 INV 01/22/2025 36.75 INC 00000 251367 INV 01/22/2025 1,240.53 INC 00000 251367 INV 01/22/2025 32.74 INVOICE NET 56.75 INC 00000 251367 INV 01/22/2025 32.74 INC 00000 251367 INV 01/22/2025 36.7768 INC 00000 251367 INV 01/22/2025 36.7768 INC 00000 251367 INV 01/22/2025 36.7770 INC 00000 251367 INV 01/22/2025 36.7770 SCHOOL FOO SM FOOD SU 75.90 INC 00000 251367 INV 01/22/2025 36.7770 SCHOOL FOO SM FOOD SU 75.90	INC OC		517396		
INC 00000 251367 INV 01/22/2025 36.756 SCHOOL FOO SM FOOD SU 1,240.53 INVOICE NET 1,240.53 INC 00000 251367 INV 01/22/2025 36.7767 SCHOOL FOO SM FOOD SU 32.74 INC 00000 251367 INV 01/22/2025 36.7768 SCHOOL FOO SM FOOD SU 75.90 INVOICE NET 75.90 INC 00000 251367 INV 01/22/2025 36.7770 SCHOOL FOO SM FOOD SU 75.90 INC 00000 251367 INV 01/22/2025 36.7770 SCHOOL FOO SM FOOD SU 75.90	INC 00		517398		
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INC 00000 251367 INV 01/22/2025 367768 SCHOOL FOO SM FOOD SU 75.90 INVOICE NET 75.90 INC 00000 251367 INV 01/22/2025 367770 SCHOOL FOO SM FOOD SU 1,652.65	INC O		517400		
INC 00000 251367 INV 01/22/2025 367770 SCHOOL FOO SM FOOD SU 1,652.65	INC 00		517402		
	INC O(517403		

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|TOWN OF ARLINGTON | DETAIL INVOICE LIST

P 15 apwarrnt

	CHECK																
	VOUCHER																
01/22/2025	DOCUMENT	517404	517905	517906	517907	517908	517909	517964	517965	517966	517967	517968	517969	517970	517971	517978	517979
WARRANT: 25171	INVOICE/AMOUNT	367769 2,984.49	2,964,49 409138 422,86	42,86 398937 124,90					3,017,36 403244 3,166,19	3,166,19 398938 2,663,90	2,663,90 398940 127,74	12/./4 398941 261.14 261.14	201.14 398939 55.96	398942 1,467.90	1,46/.90 398943 4,717.88	4,71,88 398936 394,65	594.65 403246 58.16 58.16
CASH ACCOUNT: 0000 104013 VENDOR 8304	VENDOR G/L ACCOUNTS R PO TYPE DUE DATE	42609 METROPOLITAN FOODS INC 00000 251367 INV 01/22/2025 1 10005 520514 SCHOOL FOO SM FOOD SU	42609 METROPOLITAN FOODS INC 00000 251123 INV 01/22/2025 1 03011042 520518 2415 AHS Family SM INSTRUC	42609 METROPOLITAN FOODS INC 00000 251121 INV 01/22/2025 1 03011042 520518 2415 AHS Family SM INSTRUC	42609 METROPOLITAN FOODS INC 00000 251121 INV 01/22/2025 1 03011042 520518 2415 AHS Family SM INSTRUC	42609 METROPOLITAN FOODS INC 00000 251121 INV 01/22/2025 1 03011042 520518 2415 AHS Family SM INSTRUC	103011042 520518 2415 AHS Family SM INSTRUC	42609 METROPOLITAN FOODS INC 00000 251367 INV 01/22/2025 1 10005 520514 SCHOOL FOO SM FOOD SU	42609 METROPOLITAN FOODS INC 00000 251367 INV 01/22/2025 1 10005 520514 SCHOOL FOO SM FOOD SU	42609 METROPOLITAN FOODS INC 00000 251367 INV 01/22/2025 1 10005 520514 SCHOOL FOO SM FOOD SU	42609 METROPOLITAN FOODS INC 00000 251367 INV 01/22/2025 1 10005 520514 SCHOOL FOO SM FOOD SU	42609 METROPOLITAN FOODS INC 00000 251367 INV 01/22/2025 1 10005 520514 SCHOOL FOO SM FOOD SU	42609 METROPOLITAN FOODS INC 00000 251367 INV 01/22/2025 1 10005 520514 SCHOOL FOO SM FOOD SU	42609 METROPOLITAN FOODS INC 00000 251367 INV 01/22/2025 1 10005 520514 SCHOOL FOO SM FOOD SU	42609 METROPOLITAN FOODS INC 00000 251367 INV 01/22/2025 1 10005 520514 SCHOOL FOO SM FOOD SU	103011042 520518 2415 AHS Family SM INSTRUC	Invoice Net 42609 METROPOLITAN FOODS INC 00000 251123 INV 01/22/2025 1 03011042 520518 2415 AHS Family SM INSTRUC Invoice Net

P 16 apwarrnt		R CHECK													
		VOUCHER													
	01/22/2025	DOCUMENT	517982	517986	517988	517989	517990	517992	517994	517996		517810	517993	517912	517596
	25171	OUNT									70,174.40	010125 74.06	Fall 24 245.00	AYSTAFF 69.97	4,058.75
	WARRANT:	INVOICE/AMOUNT	385350	2,099,32	2,099,32 385362 6,678,39	0,0/0.39 385363 463.05	465.03 385364 74.16	74, 16 385366 4, 583, 76	4,365,76 398935 41,98	398934 150.29	L3U.29 CHECK TOTAL	1249889 010 74.06 74.06 CHECK TOTAL	Leather Fa 105.00 140.00 245.00 CHECK TOTAL	REIMBOPENDAYSTAFF 69.97 69.97 CHECK TOTAL	110893 4,058.75 4,058.75 CHECK TOTAL
ARLINGTON INVOICE LIST	VENDOR 8304	PO TYPE DUE DATE	00000 251367 INV 01/22/2025 SCHOOL FOO SM FOOD SU	11000 251367 INV 01/22/2025 SCHOOL FOO SM FOOD SU	10000 251367 INV 01/22/2025 SCHOOL FOO SM FOOD SU	10000 251367 INV 01/22/2025 SCHOOL FOO SM FOOD SU	11001CE NEC 00000 251367 INV 01/22/2025 SCHOOL FOO SM FOOD SU	10000 251367 INV 01/22/2025 SCHOOL FOO SM FOOD SU	Involce Nec 3000 251102 INV 01/22/2025 3MS Family SM INSTRUC	Involce Net 00000 251102 INV 01/22/2025 5 OMS Family SM INSTRUC	INVOICE NET	00001 251042 INV 01/22/2025 ADMIN Supe SM MISC SU Invoice Net	00000 253566 INV 01/22/2025 ADULT FALL PS TEACHER ADULT FALL SM INSTRUC Invoice Net	00000 251885 INV 01/22/2025 BISHOP Ele SM OFFICE Invoice Net	00000 251868 INV 01/22/2025 SpEd Speci CTR PROFES Invoice Net
01/15/2025 13:16 Town oF ARLIN izheng DETAIL INVOI	CASH ACCOUNT: 0000 104013	VENDOR G/L ACCOUNTS R	42609 METROPOLITAN FOODS INC 00 1 10005 520514 s	42609 METROPOLITAN FOODS INC 00 1 10005 520514 s	42609 METROPOLITAN FOODS INC 00 1 10005 520514 s	42609 METROPOLITAN FOODS INC 00 1 10005 520514 s	42609 METROPOLITAN FOODS INC 00 1 10005 520514 S	42609 METROPOLITAN FOODS INC 00 1 10005 520514 S	42609 METROPOLITAN FOODS INC 00 1 03021042 520518 2415 01	42609 METROPOLITAN FOODS INC 00 1 03021042 520518 2415 ou		70412 CRYSTAL ROCK I 03214012 520522 1210 A	40296 DURDEN, CHRISSY 1 12013802 510102 6200 A 2 12013802 520518 6200 A	43519 EARLEY, KATHLEEN 00 1 03100042 520523 2430 B	15252 EASTER SEALS OF MASSAC 00 1 03233012 520416 2320 s

P 17 apwarrnt		IER CHECK														
	25	т voucher														
	01/22/2025	DOCUMENT	517741	517627	0.	517241	517265	517271	94	517373	517375	517376	517377	517960	517961	517962
	WARRANT: 25171	INVOICE/AMOUNT	102219-1224ARL 2,560.00 8,390.00 10,950.00 CHECK TOTAL 10,950.00	INV225795 171.06 171.06 INV225794 181.14	CHECK TOTAL 352.20	74014790955 12/20/24 92,338.94 92.338.94	52,575.84 52,575.84	52,575.84 74013054908 12/17/24 776.16	(70.10 CHECK TOTAL 145,690.94	T620045 149.50	149.30 1620047 70.10 70.10	70.10 T620046 307.50	307.30 1620044 353.10	353 <u>.10</u> 7627465 431.00	431.00 451.00 303.00 303.00	303.00 1627468 154.00 154.00
01/15/2025 13:16 TOWN OF ARLINGTON izheng DETAIL INVOICE LIST	CASH ACCOUNT: 0000 104013 VENDOR 8304	VENDOR G/L ACCOUNTS R PO TYPE DUE DATE	13769 EASTERN BUS COMPANY IN 00001 252829 INV 01/22/2025 1 11082025 520404 3300 METCO GRAN CTR CONTRA 2 11162024 520404 3300 SUMM PAC CTR CONTRA Invoice Net	34229 EI US, LLC. 00003 251875 INV 01/22/2025 1 03233022 520416 2305 Sped Pupil CTR PROFES Invoice Net 1 03233022 520416 2305 Sped Pupil CTR PROFES 1 03233022 520416 2305 Sped Pupil CTR PROFES Invoice Net 1 03240416 2305 Sped Pupil CTR PROFES		1847 EVERSOURCE 00192 250127 INV 01/22/2025 1 03325202 520628 4130 FAC Facili OE POWER E Involce Net	1847 EVERSOURCE 00192 250127 INV 01/22/2025 1 03325202 520628 4130 FAC Facili OE POWER E	1847 EVERSOURCE 00192 250127 INV 01/22/2025 1 03325202 520628 4130 FEC Facili OE POWER E		21724 FANTINI BAKING CO., IN 00000 251862 INV 01/22/2025 1 10005 520514 SCHOOL FOO SM FOOD SU	21724 FANTINI BAKING CO., IN 00000 251862 INV 01/22/2025 1 10005 520514 SCHOOL FOO SM FOOD SU	21724 FANTINI BAKING CO., IN 00000 251862 INV 01/22/2025 1 10005 520514 SCHOOL FOO SM FOOD SU	21724 FANTINI BAKING CO., IN 00000 251862 INV 01/22/2025 1 10005 520514 SCHOOL FOO SM FOOD SU	21724 FANTINI BAKING CO., IN 00000 251862 INV 01/22/2025 1 10005 520514 STOOL FOO SM FOOD SU	21724 FANTINI BAKING CO., IN 00000 251862 INV 01/22/2025 1 10005 520514 SCHOOL FOO SM FOOD SU	21724 FANTINI BAKING CO., IN 00000 251862 INV 01/22/2025 1 10005 520514 SCHOOL FOO SM FOOD SU Invoice Net

21724 FANTINI BAKING CO., IN 00000 251862 INV 01/22/2025

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104013	VENDOR 8304	WARRANT: 25171	01/22/2025		
~	PO TYPE DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
SCHOOL F Invoice	FOO SM FOOD SU e Net	415.50 415.50 CHECK TOTAL 2,183.70	0	'	
EDDIE 00000 252 520402 3510 ATHLETICS 382 520402 3510 ATHLETICS 392 520402 3510 ATHLETICS 192 520402 3510 ATHLETICS 3510 ATHLE	252619 INV 01/22/2025 ICS CTR ATHLET ICS CTR ATHLET ICS CTR ATHLET ICS CTR ATHLET	33.18 33.18 33.18 33.28	517458		
EDDIE 0.254 NG 0.0000 2.526 NG 0.0000 2.526 NG 0.0000 2.526 NG 0.0000 2.526 NG 0.0000	INVOICE NET 00000 252619 INV 01/22/2025 ATHLETICS CTR ATHLET ATHLETICS CTR ATHLET ATHLETICS CTR ATHLET THRETICS CTR ATHLET	583 66.36 6.64 66.36	517460		
3510 ATHLETICS 3510 ATHLETICS 3510 ATHLETICS 3510 ATHLETICS 3510 ATHLETICS	00000 252619 INV 01/22/2025 3510 ATHLETICS CTR ATHLET 3510 ATHLETICS CTR ATHLET 3510 ATHLETICS CTR ATHLET 3510 ATHLETICS CTR ATHLET	145.00 61.5 66.36 66.36 66.4	517551		
EDDIE 00000 25261 022 520402 3510 ATHLETICS 082 520402 3510 ATHLETICS 092 520402 3510 ATHLETICS 192 520402 3510 ATHLETICS	3510 ATHLETICS CTR ATHLET THAT TO STR ATHLET	1487.00 33.18 33.18 33.32 73.33	517552		
יייי פיייייייייייייייייייייייייייייייי		CHECK TOTAL 438.00	0	1	

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REIMMILEAGESEPT24 63.95 63.95 CHECK TOTAL

43728 FEDERICO, BETH 00000 253237 INV 01/22/2025 1 03221022 520629 2354 C&I Englis OE PROFESS Invoice Net

39367 FIRST BOOK 00001 252633 INV 01/22/2025 1 03140042 520528 2410 PEIRCE Ele SM TEXTBOO Invoice Net

34119 FLYNN, 30E 00000 252619 INV 01/22/2025 1 03256022 520402 3510 ATHLETICS CTR ATHLET

	P 19 apwarrnt		CHECK					
			VOUCHER					
517554		01/22/2025	DOCUMENT	517555	517285	517294	517743	517768 517768 517794
		25171 (TN	219.00		200.00		
3.32 33.18 3.32 73.00 626		WARRANT:	INVOICE/AMOUNT	33.18 33.18 33.18 33.18 73.00 629 33.18 33.18 33.32 73.00 CHECK TOTAL	603 45.45 4.55 45.45	100.00 45.45 4.55 45.45 4.55 100.00 CHECK TOTAL	474919A 381.30 381.30	4669068 704.79 704.79 466116A 556.69 556.69 467780B 2,362.61
2 03256082 520402 3510 ATHLETICS CTR ATHLET 3 03256092 520402 3510 ATHLETICS CTR ATHLET 4 03256192 520402 3510 ATHLETICS CTR ATHLET Invoice Net 34119 FLYNN, JOE 00000 252619 INV 01/22/2025	01/15/2025 13:16 TOWN OF ARLINGTON izheng DETAIL INVOICE LIST	CASH ACCOUNT: 0000 104013 VENDOR 8304	VENDOR G/L ACCOUNTS R PO TYPE DUE DATE	1 03256022 520402 3510 ATHLETICS CTR ATHLET 2 03256082 520402 3510 ATHLETICS CTR ATHLET 3 03256092 520402 3510 ATHLETICS CTR ATHLET 4 03256192 520402 3510 ATHLETICS CTR ATHLET 1 03256192 520402 3510 ATHLETICS CTR ATHLET 2 03256082 520402 3510 ATHLETICS CTR ATHLET 3 03256092 520402 3510 ATHLETICS CTR ATHLET 4 03256192 520402 3510 ATHLETICS CTR ATHLET 5 03256092 520402 3510 ATHLETICS CTR ATHLET 6 03256192 520402 3510 ATHLETICS CTR ATHLET 7 03256192 520402 3510 ATHLETICS CTR ATHLET 8 03256192 520402 3510 ATHLETICS CTR ATHLET 1 03256192 520402 3510 ATHLETICS CTR ATHLET	41758 FOLEY, MEAGAN 00000 252619 INV 01/22/2025 1 03256022 520402 3510 ATHLETICS CTR ATHLET 2 03256082 520402 3510 ATHLETICS CTR ATHLET 3 03256092 520402 3510 ATHLETICS CTR ATHLET 4 03256192 520402 3510 ATHLETICS CTR ATHLET	Z 9 9 9 9 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	38 FOLLETT CONTENT SOLUTI 00001 252346 1 03031162 520528 2410 GIBBS Libr	40938 FOLLETT CONTENT SOLUTI 00001 252351 INV 01/22/2025 1 001/21/2025 1 001/21/2025 1 001/21/2025 1 001/21/2025 1 001/21/2025 1 001/21/2025 1 001/21/2025 1 001/21/2025 1 001/21/2025 1 001/21/2025 1 001/21/2025 1 001/21/2025 1 001/21/2025 1 001/21/2025 1 001/21/2025 1 00001 252345 INV 01/22/2025 1 001/21/2025 1 001/21/2025 1 001/21/2025 1 001/21/2025 1 001/21/2025 1 001/21/2025

			P 20 apwarrnt		VOUCHER CHECK						
2,362.61 CHECK TOTAL 4,005.39	3641 1,800.00 1,800.00 CHECK TOTAL 1,800.00	622 517296		WARRANT: 25171 01/22/2025	INVOICE/AMOUNT DOCUMENT	44.09 4.41 44.09 4.41 97.00 CHECK TOTAL 97.00	731 300.00 300.00 CHECK TOTAL 300.00	621 44.09 4.41 44.09 4.41 97.00 CHECK TOTAL 97.00	Assist Fall24 517863 371.25 371.25 CHECK TOTAL 371.25	025653 517683 6,872.25 6,872.25 CHECK TOTAL 6,872.25	IN-818388 517744 588.00 588.00 588.00 CHECK TOTAL 588.00
Invoice Net	42982 GOOSSENS, TIMOTHY W 00000 251770 INV 01/22/2025 1 10005 520401 SCHOOL FOO CTR CONTRA Invoice Net	32953 FOTI, JOSEPH 00000 252619 INV 01/22/2025	01/15/2025 13:16 TOWN OF ARLINGTON izheng DETAIL INVOICE LIST	CASH ACCOUNT: 0000 104013 VENDOR 8304	VENDOR G/L ACCOUNTS R PO TYPE DUE DATE	1 03256022 520402 3510 ATHLETICS CTR ATHLET 2 03256082 520402 3510 ATHLETICS CTR ATHLET 3 03256092 520402 3510 ATHLETICS CTR ATHLET 4 03256192 520402 3510 ATHLETICS CTR ATHLET Invoice Net	43676 FUCCI, VAIL 1 12013802 510102 6200 ADULT FALL PS TEACHER Invoice Net	43785 GANGL, PETER 00000 252619 INV 01/22/2025 1 03256022 520402 3510 ATHLETICS CTR ATHLET 2 03256082 520402 3510 ATHLETICS CTR ATHLET 3 03256092 520402 3510 ATHLETICS CTR ATHLET 4 03256192 520402 3510 ATHLETICS CTR ATHLET Invoice Net	43541 GERALD, SKYE NINON 00000 253461 INV 01/22/2025 1 12013802 510328 6200 ADULT FALL OS TEMPORA Invoice Net	71736 GIFFORD SCH + DAY CTR 00001 251416 INV 01/22/2025 1 03233062 520645 9300 SpEd Out o OE TUITION Invoice Net	39716 GLOWFORGE INC 00002 252874 INV 01/22/2025 1 03020052 520518 2415 OMS Second SM INSTRUC Invoice Net

			P 21 apwarrnt		CHECK										
					VOUCHER		•								
517012	517014	517015		01/22/2025	DOCUMENT	517954	52	517206	517337	517338	517339	517340	56	517557	517558
				25171	LN		830 62						2,246.26		
3100752 111.68 111.68 3101824 139.60	139.60 3106656 139.60	139.60 139.60 139.60		WARRANT:	INVOICE/AMOUNT	3113923 300.14 300.14	CHECK TOTAL	76013376 1,166.04 1,166.04	76010721 389.00 389.00	75987872 211.95	247.43 247.43	247.43 75944777 231.84 231.84	CHECK TOTAL	625 33.18 3.32 33.18	73.00 627 33.18
	10001 251865 INV 01/22/2025 SCHOOL FOO SM FOOD SU	1100 LE NEL 00001 251865 INV 01/22/2025 SCHOOL FOO SM FOOD SU Invoice Net	ARLINGTON INVOICE LIST	104013 VENDOR 8304	R PO TYPE DUE DATE	00001 251865 INV 01/22/2025 SCHOOL FOO SM FOOD SU Invoice Net		00006 253278 INV 01/22/2025 520 EXTEND DAY SM OFFICE	11001ce Net 00006 253259 INV 01/22/2025 520 EXTEND DAY SM OFFICE Invoice Not	80	1001ce Net 00006 253278 INV 01/22/2025 520 EXTEND DAY SM OFFICE	1001Ce Net 00006 252826 INV 01/22/2025 30 HARDY Elem SM OFFICE TRACTICE NOT	אטר דורס - רע	00000 252619 INV 01/22/2025 510 ATHLETICS CTR ATHLET 510 ATHLETICS CTR ATHLET 510 ATHLETICS CTR ATHLET 510 ATHLETICS CTR ATHLET	Involce Net 00000 252619 INV 01/22/2025 510 ATHLETICS CTR ATHLET
43526 GOLD STAR FOODS INC 1 10005 520514 43526 GOLD STAR FOODS INC 1 10005 520514	43526 GOLD STAR FOODS INC 1 10005 520514	43526 GOLD STAR FOODS INC 1 10005 520514	01/15/2025 13:16 TOWN OF A izheng DETAIL 1	CASH ACCOUNT: 0000 104	VENDOR G/L ACCOUNTS	43526 GOLD STAR FOODS INC 1 10005 520514		73320 GOVCONNECTION, INC 1 12113902 520523 352	73320 GOVCONNECTION, INC 1 12113902 520523 352	73320 GOVCONNECTION, INC 1 03994102 520505 1230	73320 GOVCONNECTION, INC 1 12113902 520523 352	73320 GOVCONNECTION, INC 1 03130042 520523 2430		28323 GRIFFIN, TOM 1 03256022 520402 351 2 03256082 520402 351 3 03256092 520402 351 4 03256192 520402 351	28323 GRIFFIN, TOM 1 03256022 520402 351

			P 22 apwarrnt		VOUCHER CHECK						
3.32 33.18 3.32 73.00 CHECK TOTAL 146.00	614 44.09 4.41 44.09 4.41 97.00 CHECK TOTAL 97.00	2669086 150.00 150.00		WARRANT: 25171 01/22/2025	INVOICE/AMOUNT DOCUMENT	CHECK TOTAL 150.00	REIMMILEAGEDEC24 517193 12.59 12.59 CHECK TOTAL 12.59	FC001 517318 500.00 500.00 CHECK TOTAL 500.00	Wlaks Fall24 517884 477.00 477.00 CHECK TOTAL 477.00	0006 439.00 439.00 CHECK TOTAL 439.00	366953058 517364 66.49 66.49 366953674 517365
2 03256082 520402 3510 ATHLETICS CTR ATHLET 3 03256092 520402 3510 ATHLETICS CTR ATHLET 4 03256192 520402 3510 ATHLETICS CTR ATHLET Invoice Net	18042 HARRINGTON, DANIEL 00000 252619 INV 01/22/2025 1 03256022 520402 3510 ATHLETICS CTR ATHLET 2 03256082 520402 3510 ATHLETICS CTR ATHLET 3 03256092 520402 3510 ATHLETICS CTR ATHLET 4 03256192 520402 3510 ATHLETICS CTR ATHLET Invoice Net	33131 GLOBAL PAYMENTS, INC 00001 253512 INV 01/22/2025 1 10005 520420 SCHOOL FOO CTR PROFES Invoice Net	01/15/2025 13:16 TOWN OF ARLINGTON izheng DETAIL INVOICE LIST	CASH ACCOUNT: 0000 104013 VENDOR 8304	VENDOR G/L ACCOUNTS R PO TYPE DUE DATE		41861 HOWARD, CAROLANN 00000 252213 INV 01/22/2025 1 03992012 520508 2354 SYST HEALT SM EDUCATI Invoice Net	43184 HUMAN SCHOOLS PROJECT 00001 253465 INV 01/22/2025 1 03214012 520629 2354 ADMIN SUPE OE PROFESS Invoice Net	22688 HURLEY, MARY B. 00000 253508 INV 01/22/2025 1 12013802 510102 6200 ADULT FALL PS TEACHER Invoice Net	43629 WHITMORE, REBECCA CANN 00000 252500 INV 01/22/2025 1 03233012 520416 2320 Sped Speci CTR PROFES Invoice Net	73402 J. W. PEPPER & SON, IN 00004 251098 INV 01/22/2025 1 03011172 520518 2415 AHS Music SM INSTRUC Invoice Net 73402 J. W. PEPPER & SON, IN 00004 251098 INV 01/22/2025

		P 23 apwarrnt		VOUCHER CHECK			
517367 517368 517369 517370 517370	517974		25171 01	NT DOCUMENT 517770 519.34	517621 2,896.80	517682 6,120.56	517561
45.00 45.00 366953675 108.99 108.99 36992246 58.90 58.90 69.60 69.60 69.60 58.90 58.90 58.90 58.90	724305Q 1,791.94 1,791.94 CHECK TOTAL		WARRANT:	1NVOICE/AMOUNT 995964 519.34 519.34 CHECK TOTAL	156576 2,896.80 2,896.80 CHECK TOTAL	DEC5023 6,120.56 6,120.56 CHECK TOTAL	620 44.09 4.41 44.09 4.41 97.00 CHECK TOTAL
1 03011172 520518 2415 AHS MUSIC SM INSTRUC Invoice Net Invoice Net 1 03011172 520518 2415 AHS MUSIC 1 03011172 520518 2415 AHS MUSIC 1 03031172 520518 2415 GIBBS MUSI 2 1 03031172 520518 2415 GIBBS MUSI 73402 J. W. PEPPER & SON, IN 00004 251101 INV 01/22/2025 1 03221172 520518 2415 GIBS MUSIC 1 03221172 520518 2415 GIBS MUSIC 1 03031172 520518 2415 Invoice Net 73402 J. W. PEPPER & SON, IN 00004 251100 INV 01/22/2025 1 03031172 520518 2415 Invoice Net Throice Net Throice Net I 03031172 520518 2415 Invoice Net	27988 JOE WARREN & SONS CO., 00000 251973 INV 01/22/2025 1 10005 520631 SCHOOL FOO OE REPAIRS Invoice Net	01/15/2025 13:16 TOWN OF ARLINGTON izheng DETAIL INVOICE LIST	SH ACCOUNT: 0000 104013 VENDOR 8304	VENDOR G/L ACCOUNTS R PO TYPE DUE DATE 41429 ASCEND LEARNING HOLDIN 00003 251856 INV 01/22/2025 1 03221112 520528 2410 C&L Math SM TEXTBOO Invoice Net	36355 JOSEPH PALMER INC 00000 250039 INV 01/22/2025 1 03345302 520621 3300 TRANSP Tra OE MOTOR V Invoice Net	72233 JUDGE BAKER CHILDREN'S 00001 253208 INV 01/22/2025 1 03233062 520645 9300 SpEd out o OE TUITION Invoice Net	29163 KERIGAN, MICHAEL 00000 252619 INV 01/22/2025 1 03256022 520402 3510 ATHLETICS CTR ATHLET 2 03256082 520402 3510 ATHLETICS CTR ATHLET 3 03256092 520402 3510 ATHLETICS CTR ATHLET 4 03256192 520402 3510 ATHLETICS CTR ATHLET Invoice Net

					P 24 apwarrnt		VOUCHER CHECK			
CBT-024-258 517840 75.00 250.00 325.00 325.00 CHECK TOTAL 325.00	32269 1,850.00 1,850.00 CHECK TOTAL 1,850.00	1701 667.00 667.00 CHECK TOTAL 667.00	41171 517681 6,006.45 6,006.45 6,006.45	630 517562 66.36 6.64		WARRANT: 25171 01/22/2025	INVOICE/AMOUNT DOCUMENT	66.36 6.64 146.00 CHECK TOTAL 146.00	11,040.00 11,040.00 11,040.00 CHECK TOTAL 11,040.00	003 33.18 3.32 33.18 3.32 73.00 CHECK TOTAL 73.00
39326 KICHUK, VICTORIA E 00000 253448 INV 01/22/2025 1 12013802 510102 6200 ADULT FALL PS TEACHER 2 12013802 520518 6200 ADULT FALL SM INSTRUC Invoice Net	27498 KUTA SOFTWARE LLC 00000 253324 INV 01/22/2025 1 03221112 520518 2415 C&I Math SM INSTRUC Invoice Net	40842 WORNUM, KALISE 00000 250392 INV 01/22/2025 1 03214012 520416 1210 ADMIN Supe CTR PROFES Invoice Net	72376 LANDMARK SCHOOL INC 00001 250092 INV 01/22/2025 1 03233062 520645 9300 SpEd Out o OE TUITION Invoice Net	43790 LAPIERRE, JOHN 00000 252619 INV 01/22/2025 1 03256022 520402 3510 ATHLETICS CTR ATHLET 2 03256082 520402 3510 ATHLETICS CTR ATHLET	01/15/2025 13:16 TOWN OF ARLINGTON izheng DETAIL INVOICE LIST	CASH ACCOUNT: 0000 104013 VENDOR 8304	VENDOR G/L ACCOUNTS R PO TYPE DUE DATE	3 03256092 520402 3510 ATHLETICS CTR ATHLET 4 03256192 520402 3510 ATHLETICS CTR ATHLET Invoice Net	30615 LARP ADVENTURE PROGRAM 00000 253444 INV 01/22/2025 1 12013806 510102 6200 YOUTH FALL PS TEACHER Invoice Net	43779 LE, ROBINSON 00000 252619 INV 01/22/2025 1 03256022 520402 3510 ATHLETICS CTR ATHLET 2 03256082 520402 3510 ATHLETICS CTR ATHLET 3 03256092 520402 3510 ATHLETICS CTR ATHLET 4 03256192 520402 3510 ATHLETICS CTR ATHLET Invoice Net

		P 25 apwarrnt	VOUCHER CHECK			
517679 517680 517.42	517563 517564 517565 517566	T: 25171 01/22/2025	MOUNT DOCUMENT	300.00	ANS 517613 5480.00	Fall24 517859 390.00
6,608.71 6,608.71 6,608.71 6,608.71 6,608.71 CHECK TOTAL	600 22.73 2.27 2.27 50.00 618 4.54 4.54 4.54 633 2.27 2.27 2.27 2.27 4.54 4.54 4.54	WARRANT:	INVOICE/AMOUNT	45.46 4.54 100.00 CHECK TOTAL	NOV&DEC_TRANS 480.00 480.00 CHECK TOTAL	Gardens Fa 390.00 390.00 CHECK TOTAL
72441 LEARNING PREP SCHOOL I 00001 250070 INV 01/22/2025 1 03233062 520645 9300 Sped Out o OE TUITION INVOICE NET 72441 LEARNING PREP SCHOOL I 00001 255439 INV 01/22/2025 1 03233062 520645 9300 Sped Out o OE TUITION I notice Net	35962 LEON, ALEXANDER 1 03256022 520402 3510 2 03256082 520402 3510 3 03256092 520402 3510 3 03256092 520402 3510 3 03256092 520402 3510 3 03256092 520402 3510 3 03256025 520402 3510 3 03256022 520402 3510 3 041LETICS 3 04122/2025 3 041256082 520402 3510 3 041LETICS 3 04122/2025 3 0411 3 04122/2025 3 0411 3 04122/2025 3 0411	01/15/2025 13:16 TOWN OF ARLINGTON izheng DETAIL INVOICE LIST CASH ACCOUNT: 0000 104013 VENDOR 8304	VENDOR G/L ACCOUNTS R PO TYPE DUE DATE	3 03256092 520402 3510 ATHLETICS CTR ATHLET 4 03256192 520402 3510 ATHLETICS CTR ATHLET Invoice Net	37864 LEXINGTON MEDICAL MANA 00000 250040 INV 01/22/2025 1 03345302 520416 3300 TRANSP Tra CTR PROFES Invoice Net	43031 LOETTERLE, RUTH I 00000 253459 INV 01/22/2025 1 12013802 510102 6200 ADULT FALL PS TEACHER Invoice Net

									P 26 apwarrnt		VOUCHER CHECK		
KVISCO12.1.24 517025	93.04 221520 91.44	91.44 00078331 224.07	224.07 654341 94.69 94.69 CHECK TOTAL 503.24	SUBSCRIPT_7.24-7-25 517204 400.00 400.00	CHECK TOTAL 400.00	2024-10-05. 517618 9,000.00 9,000.00 CHECK TOTAL 9,000.00	0003224 517451 499.00 499.00 499.00	WEB-24503 517843 280.00 280.00		WARRANT: 25171 01/22/2025	INVOICE/AMOUNT DOCUMENT	WEB-24504 517846 480.00 480.00 CHECK TOTAL 760.00	1017210 517712 51.85 51.85 CHECK TOTAL 51.85
29812 MARKET BASKET 00001 251045 INV 01/22/2025 1 03021042 520518 2415 OMS Family SM INSTRUC	29812 MARKET BASKET 00001 251120 INV 01/22/2025 1 03011042 520518 2415 AHS Family SM INSTRUC	29812 MARKET BASKET 00001 251120 INV 01/22/2025 1 03011042 520518 2415 AHS Family SM INSTRUC	29812 MARKET BASKET 00001 251120 INV 01/22/2025 1 03011042 520518 2415 AHS Family SM INSTRUC Invoice Net	22843 MARSHALL MEMO, LLC 00001 253329 INV 01/22/2025 1 03221002 520528 2410 C&I C&I Le SM TEXTBOO INVOICE NET		43251 MARTRANS INC 00000 251415 INV 01/22/2025 1 03343092 520404 3300 TRANSP Tra CTR CONTRA Invoice Net	41379 STATS MEDIC LLC 00000 250995 INV 01/22/2025 1 03221112 520508 2354 C&I Math SM EDUCATI Invoice Net	42761 MATHCOUNTS FOUNDATION 00000 252863 INV 01/22/2025 1 03221112 520527 2720 C&I Math SM TESTING Invoice Net	01/15/2025 13:16 TOWN OF ARLINGTON izheng DETAIL INVOICE LIST	CASH ACCOUNT: 0000 104013 VENDOR 8304	VENDOR G/L ACCOUNTS R PO TYPE DUE DATE	42761 MATHCOUNTS FOUNDATION 00000 252875 INV 01/22/2025 1 03221112 520527 2720 C&1 Math SM TESTING Invoice Net	32681 MAXI AIDS INC 00000 253341 INV 01/22/2025 1 03233012 520518 2415 SpEd Speci SM INSTRUC Invoice Net

							P 27 apwarrnt	VOUCHER CHECK	
517706	517842	517567	517180	517700	517857	517930		01/22/2025 DOCUMENT	517662
503200 120.00 120.00 CHECK TOTAL 120	ASL Fall24 1,050.00 1,050.00 CHECK TOTAL 1,050.00	612 66.36 6.64 66.36 6.64 146.00 CHECK TOTAL	23080759 481.60 481.60 CHECK TOTAL	IN02303856 4,621.95 4,621.95 CHECK TOTAL 4,621.	Gardens Fall24 390.00 390.00 CHECK TOTAL 390	MW46156 286.50 286.50 CHECK TOTAL 286		WARRANT: 25171 INVOICE/AMOUNT	2024-11 11,090.34 11,090.34 2024-12 9,241.95
72575 MASS BAY TRANSPORTATIO 00003 251545 INV 01/22/2025 1 03343092 520404 3300 TRANSP Tra CTR CONTRA Invoice Net	41515 MCCAULEY, SEAN M 00000 253449 INV 01/22/2025 1 12013802 510102 6200 ADULT FALL PS TEACHER Invoice Net	4477 MCDONALD, PHILIP 00000 252619 INV 01/22/2025 1 03256022 520402 3510 ATHLETICS CTR ATHLET 2 03256082 520402 3510 ATHLETICS CTR ATHLET 3 03256092 520402 3510 ATHLETICS CTR ATHLET 4 03256192 520402 3510 ATHLETICS CTR ATHLET Invoice Net	32722 MCKESSON MEDICAL-SURGI 00001 253136 INV 01/22/2025 1 03992012 520520 3200 SYST HEALT SM MEDICAL Invoice Net	72813 MCLEAN HOSPITAL 00001 250082 INV 01/22/2025 1 03233062 520645 9300 sped out o OE TUITION Invoice Net	42696 MELTZER, AMY 00000 253456 INV 01/22/2025 1 12013802 510102 6200 ADULT FALL PS TEACHER Invoice Net	42867 DIVISION SEVEN TEA COR 00000 251196 INV 01/22/2025 1 03011042 520518 2415 AHS Family SM INSTRUC Invoice Net	01/15/2025 13:16 TOWN OF ARLINGTON izheng DETAIL INVOICE LIST	CASH ACCOUNT: 0000 104013 VENDOR 8304 VENDOR G/L ACCOUNTS R PO TYPE DUE DATE	43171 MERRIMAC HEIGHTS ACADE 00000 250085 INV 01/22/2025 1 03233062 520645 9300 SpEd Out o OE TUITION Invoice Net 1 03233062 520645 9300 SpEd Out o OE TUITION I 03233062 520645 9300 SpEd Out o OE TUITION Invoice Net

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CHECK TOTAL 20,332.29	\$4009798.001 \$17283	288.00 \$4004722.001 179.00 179.00 179.00 467.00	101AL +07.1.00	REIMMILEAGEDEC24 51/619 69.81 69.81 69.81	Puppets Fall24 517849 262.50 262.50 CHECK TOTAL 262.50	577 81.59 8.16 81.59 8.16 179.50 CHECK TOTAL 179.50	2,015,00 2,015.00 2,015.00 CHECK TOTAL 2,015.00	636 33.18 3.32 3.18 3.32 73.00 CHECK TOTAL 73.00		WARRANT: 25171 01/22/2025	INVOICE/AMOUNT DOCUMENT	545 33.18
t)	74887 METROPOLITAN PIPE & SU 00000 250860 INV 01/22/2025 1 03325202 520524 4220 FAC Facili SM PLUMBIN	74887 METROPOLITAN PIPE & SU 00000 250860 INV 01/22/2025 1 03325202 520524 4220 FAC Facili SM PLUMBIN Invoice Net	TCCC/ CC/ LO / 112 F1 LCTC COOCO	43/31 MILLER, CHERYL 00000 25314/ INV 01/22/2025 1 03343102 520404 3300 TRANSP Tra CTR CONTRA Invoice Net CF	41809 MOODY, MARGARET TAFT 00000 253453 INV 01/22/2025 1 12013806 510102 6200 YOUTH FALL PS TEACHER Invoice Net CH	43784 MORROW, BENJAMIN 00000 252619 INV 01/22/2025 1 03256022 520402 3510 ATHLETICS CTR ATHLET 2 03256082 520402 3510 ATHLETICS CTR ATHLET 3 03256092 520402 3510 ATHLETICS CTR ATHLET 4 03256192 520402 3510 ATHLETICS CTR ATHLET C CTR ATHLET C CTR ATHLET C CTR ATHLET C CTR ATHLET INVOICE NET CTR ATHLET C	43685 MURPHY, CAROLYN & JOHN 00000 253009 INV 01/22/2025 1 03233062 520645 9300 SpEd Out o OE TUITION Invoice Net	14754 MURPHY, LORNE P. 00000 252619 INV 01/22/2025 1 03256022 520402 3510 ATHLETICS CTR ATHLET 2 03256082 520402 3510 ATHLETICS CTR ATHLET 3 03256092 520402 3510 ATHLETICS CTR ATHLET 4 03256192 520402 3510 ATHLETICS CTR ATHLET CHARACTER CTR ATHLET CHARACTER ATH	01/15/2025 13:16 TOWN OF ARLINGTON	COUNT: 0000 104013	VENDOR G/L ACCOUNTS R PO TYPE DUE DATE	43745 MURRAY, CHET 00000 252619 INV 01/22/2025 1 03256022 520402 3510 ATHLETICS CTR ATHLET

									P 29 apwarrnt		HER CHECK
											VOUCHER
	517773	517676	517913	517782	517304	517832	517614	517796		01/22/2025	DOCUMENT
73.00	259.56	4,787.78	359,25	12,000.00	12/27/24 3,424.43	bs 1,208.92	3,352.50			25171	Ł
3.32 33.18 3.32 73.00 CHECK TOTAL	674936 259.56 259.56 CHECK TOTAL	029354 4,787.78 4,787.78 CHECK TOTAL	MHFA128669 130.63 228.62 359.25 CHECK TOTAL	2024A#-AMHI 1,617.35 10,382.65 12,000.00 CHECK TOTAL	71069-44000 12/27/24 3,424.43 3,424.43 CHECK TOTAL 3,424	Fall24 Collabs 1,208.92 1,208.92 CHECK TOTAL	1206 3,352.50 3,352.50 CHECK TOTAL	5572436204 112.41 112.41		WARRANT:	INVOICE/AMOUNT
ATHLETICS CTR ATHLET ATHLETICS CTR ATHLET ATHLETICS CTR ATHLET Invoice Net	00002 253333 INV 01/22/2025 OMS Family OE INSTRUC Invoice Net	00000 250065 INV 01/22/2025 SpEd Out o OE TUITION Invoice Net	00001 253487 INV 01/22/2025 SAMSHA CTR PROFES SAMSHA CTR PROFES Invoice Net	00000 253321 INV 01/22/2025 SAMSHA CTR PROFES SAMSHA CTR PROFES Invoice Net	00001 250139 INV 01/22/2025 FAC Facili OE NATURAL Invoice Net	00002 253443 INV 01/22/2025 ADULT FALL PS TEACHER Invoice Net	00000 253100 INV 01/22/2025 TRANSP Tra CTR CONTRA Invoice Net	00001 251366 INV 01/22/2025 SCHOOL FOO SM FOOD SU Invoice Net	ARLINGTON INVOICE LIST	3 VENDOR 8304	R PO TYPE DUE DATE
2 03256082 520402 3510 3 03256092 520402 3510 4 03256192 520402 3510	33051 NASCO EDUCATION LLC 1 03021042 520615 2420	20455 NASHOBA LEARNING GROUP C 1 03233062 520645 9300	34144 NATIONAL COUNCIL FOR B C 1 10222023 520416 2354 2 10222024 520416 2354	41942 MILLS, THOWAS 1 10222023 520416 2354 2 10222024 520416 2354	24571 NATIONAL GRID 1 03325202 520623 4120	24738 TOWN OF NEEDHAM 1 12013802 510102 6200	43699 NEMO TRANSPORTATION IN C 1 03345322 520404 3300	33157 NEW ENGLAND ICE CREAM C 1 10005 520514	01/15/2025 13:16 TOWN OF ARL1 izheng DETAIL INVC	CASH ACCOUNT: 0000 104013	VENDOR G/L ACCOUNTS

TOWN OF ARLINGTON
DETAIL INVOICE LIST

01/22/2025

WARRANT: 25171

VENDOR 8304

104013

CASH ACCOUNT: 0000

CK							-		!								
CHECK																	
VOUCHER				l	I		ı		I			I			I		I
DOCUMENT	517894	517895	517897		517675	517632		517611		517673	517674		517958	517959		517806	
F				3,102.03	6.329.85		399.50		92.24			9,548.85			26.00		111.09
INVOICE/AMOUNT	5572500309 112.41 112.41	5572500310 499.36	5572500311 128.65 128.65	CHECK TOTAL	ARL1224J 6,329.85 6,329.85 CHECK TOTAL	PSINV122616 399.50	399.50 CHECK TOTAL	01P158942 92.24 93.34	CHECK TOTAL	2025014677 5,270.85	2,2/0,83 2025014676 4,278,00 7,278,00	CHECK TOTAL	1819077	28.00 1819076 48.00	40.00 CHECK TOTAL	REIMDECALS	III.09 CHECK TOTAL
R PO TYPE DUE DATE	00001 251366 INV 01/22/2025 SCHOOL FOO SM FOOD SU	00001 251366 INV 01/22/2025 SCHOOL FOO SM FOOD SU	00001 251366 INV 01/22/2025 SCHOOL FOO SM FOOD SU Invoice Net		00000 250094 INV 01/22/2025 SpEd Out o OE TUITION Invoice Net	00002 251193 INV 01/22/2025 Sped Speci SM INSTRUC	Invoice Net	00001 250036 INV 01/22/2025 TRANSP Tra OE MOTOR V	H-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1	00001 251397 INV 01/22/2025 Sped out o OE TUITION	C 00001 250451 INV 01/22/2025 :00 Sped out o OE TUITION	ברל הלי היים היים היים היים היים היים היים	00000 251626 INV 01/22/2025 SCHOOL FOO CTR CONTRA	10000 251626 INV 01/22/2025 SCHOOL FOO CTR CONTRA	דוויסורש ואשר	00000 253275 INV 01/22/2025 FOREIGN LA OE OTHER E	Involce Net
VENDOR G/L ACCOUNTS	33157 NEW ENGLAND ICE CREAM 1 10005 520514	33157 NEW ENGLAND ICE CREAM 1 10005 520514	33157 NEW ENGLAND ICE CREAM 1 10005 520514		24772 NEW ENGLAND ACADEMY,LL 1 03233062 520645 9300	17599 THE NEW ENGLAND CENTER 1 03233012 520518 2415		32461 NEW ENGLAND TRANSIT SA 1 03345302 520621 3300		73227 NORTHSHORE EDUCATION C 1 03233062 520645 9400	73227 NORTHSHORE EDUCATION C 1 03233062 520645 9400		26908 NORTHEAST CUTLERY 1 10005 520401	26908 NORTHEAST CUTLERY 1 10005 520401		43708 O'KEEFE, KELLY 1 12223004 520601 2210	

VENDOR

01/15/2025 13:16 TOWN OF ARLINGTON izheng DETAIL INVOICE LIST			P 32 apwarrnt
CASH ACCOUNT: 0000 104013 VENDOR 8304	WARRANT:	25171 01/22/2025	
VENDOR G/L ACCOUNTS R PO TYPE DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER CHECK
39313 PLANKEY, KEVIN 00000 252619 INV 01/22/2025 1 03256022 520402 3510 ATHLETICS CTR ATHLET 2 03256082 520402 3510 ATHLETICS CTR ATHLET 3 03256092 520402 3510 ATHLETICS CTR ATHLET 4 03256192 520402 3510 ATHLETICS CTR ATHLET Invoice Net	635 44.09 4.41 44.09 4.41 97.00 CHECK TOTAL	517574	
73471 PLAY TIME, INC. 00000 251811 INV 01/22/2025 1 12113902 520501 3520 EXTEND DAY SM SUPPLIE	6614 44.17	516943	
Involce Net 73471 PLAY TIME, INC. 00000 251811 INV 01/22/2025 1 12113902 520501 3520 EXTEND DAY SM SUPPLIE	44.17 6601 66.21	516944	
Involce Net 73471 PLAY TIME, INC 00000 251811 INV 01/22/2025 1 12113902 520501 3520 EXTEND DAY SM SUPPLIE	66.21 6611 55.34	516945	
13471 PLAY TIME, INC. 00000 251811 INV 01/22/2025 1 12113902 520501 3520 EXTEND DAY SM SUPPLIE	55.34 5703 56.41	517807	
1 12113902 520501 3520 EXTEND DAY SM SUPPLIE	56.41 6638/3689 296.15	517808	
LO <	296.15 5700 40.48	517873	
INVOICE NET	40.48 CHECK TOTAL	558.76	
31781 PLAYWORKS EDUCATION EN 00002 252540 INV 01/22/2025 1 03151222 520508 2354 STRATTON P SM EDUCATI 2 13032501 520401 2358 INCL PAY CTR CONTRA Invoice Net	INVO014773 474.14 775.86 1,250.00 CHECK TOTAL	517202	
43780 POLLEYS, CHRISTOPHER 00000 252619 INV 01/22/2025 1 03256022 520402 3510 ATHLETICS CTR ATHLET 2 03256082 520402 3510 ATHLETICS CTR ATHLET 3 03256092 520402 3510 ATHLETICS CTR ATHLET 4 03256192 520402 3510 ATHLETICS CTR ATHLET INvoice Net	001 33.18 3.32 33.18 3.32 73.00 CHECK TOTAL	517590	
23066 PORTLAND POTTERY SOUTH 00000 250771 INV 01/22/2025 1 03011202 520518 2415 AHS Art SM INSTRUC	443516 1,740.65	517371	
Invoic	1,740.65 СНЕСК ТОТАL	1,740.65	

P 33 apwarrnt	01/22/2025	DOCUMENT VOUCHER CHECK	517828	517309	516999	517002	517003	517004	517008	517009	517010	517011	517940	517942	517943	517945
	25171		7,630.00	197.00												75
	WARRANT:	INVOICE/AMOUNT	INV419737 7,630.00 7,630.00 CHECK TOTAL	52498 197.00 197.00 CHECK TOTAL		331.90 00901616 527.82		2,219.00 00901588 917.00			ਜੰ,		354.85 00903100 1,695.85	1,093.83 00903200 484.70	484.70 00904106 509.20	509 <u>.</u> 20 00904111
_INGTON VOICE LIST	13 VENDOR 8304	R PO TYPE DUE DATE	00003 253511 INV 01/22/2025 C&I Guidan SM COMPUTE Invoice Net	00000 253279 INV 01/22/2025 GIBBS Seco SM INSTRUC Invoice Net	00000 251864 INV 01/22/2025 SCHOOL FOO SM FOOD SU	Involce Net 00000 251864 INV 01/22/2025 SCHOOL FOO SM FOOD SU	100000 251864 INV 01/22/2025 SCHOOL FOO SM FOOD SU	100000 251864 INV 01/22/2025 SCHOOL FOO SM FOOD SU	100000 251864 INV 01/22/2025 SCHOOL FOO SM FOOD SU	Involce Net 00000 251864 INV 01/22/2025 SCHOOL FOO SM FOOD SU	100000 251864 INV 01/22/2025 SCHOOL FOO SM FOOD SU	100000 251864 INV 01/22/2025 SCHOOL FOO SM FOOD SU	10000 251864 INV 01/22/2025 SCHOOL FOO SM FOOD SU	100000 251864 INV 01/22/2025 SCHOOL FOO SM FOOD SU	100000 251864 INV 01/22/2025 SCHOOL FOO SM FOOD SU	Invoice Net 00000 251864 INV 01/22/2025
01/15/2025 13:16 TOWN OF ARLINGTON izheng DETAIL INVOICE LI	CASH ACCOUNT: 0000 104013	VENDOR G/L ACCOUNTS	31946 POWERSCHOOL GROUP LLC 1 03222022 520504 2710	29536 PRO AV SYSTEMS INC 1 03030052 520518 2415	43521 THE BANKS SQUARE MARKE 1 10005 520514	43521 THE BANKS SQUARE MARKE 1 10005 520514	43521 THE BANKS SQUARE MARKE 1 10005 520514	43521 THE BANKS SQUARE MARKE 1 10005 520514	43521 THE BANKS SQUARE MARKE 1 10005 520514	43521 THE BANKS SQUARE MARKE 1 10005 520514	43521 THE BANKS SQUARE MARKE 1 10005 520514	43521 THE BANKS SQUARE MARKE 1 10005 520514	43521 THE BANKS SQUARE MARKE 1 10005 520514	43521 THE BANKS SQUARE MARKE 1 10005 520514	43521 THE BANKS SQUARE MARKE 1 10005 520514	43521 THE BANKS SOUARE MARKE

1 10005 520514 SCHOOL FOO SM FOOD SU Invoice Net 43521 THE BANKS SQUARE MARKE 00000 251864 INV 01/22/2025

517947

P 34 apwarrnt		CHECK								 				
		VOUCHER				!	1		-	-				
	01/22/2025	DOCUMENT	517948	517949	517951		517709	517998		517279	517184	517185	517187	517198
	25171 (_				16,672.44	78.00	6	292.50	3,196.00				
	WARRANT:	INVOICE/AMOUNT	1,506.20 1,506.20 00905101 582.95	582,95 00905149 339,30	339.30 00905098 2,140.50 2,140.50	CHECK TOTAL	INV509183 78.00 78.00 CHECK TOTAL	TrailB Sum24 292.50 292.50	CHECK TOTAL	142001527-1 3,196.00 3,196.00 CHECK TOTAL	284468/1 233.43	233.43 283832/1 17.99	284317/1 527.72	28/4/2/ 284405/1 21.58 21.58
INGTON VOICE LIST	L3 VENDOR 8304	R PO TYPE DUE DATE	SCHOOL FOO SM FOOD SU Invoice Net 00000 251864 INV 01/22/2025 SCHOOL FOO SM FOOD SU	Invoice Net 00000 251864 INV 01/22/2025 SCHOOL FOO SM FOOD SU	Involce Net 00000 251864 INV 01/22/2025 SCHOOL FOO SM FOOD SU TRYOFICE NOT		00000 253247 INV 01/22/2025 SPED 240 CTR SIGNIF Invoice Net	00000 253569 INV 01/22/2025 YOUTH SUMM CS CLERICA Invoice Net		00000 253217 INV 01/22/2025 STRATTON S INT RENOV Invoice Net	00001 251185 INV 01/22/2025 GUIDANCE R OE MISC EX	00001 251185 INV 01/22/2025	ANDOICE NEU GUIDANCE R OE MISC EX	Involce Net 00001 250627 INV 01/22/2025 C&I Scienc SM INSTRUC Invoice Net
01/15/2025 13:16 TOWN OF ARLINGTON izheng DETAIL INVOICE LIST	CASH ACCOUNT: 0000 104013	VENDOR G/L ACCOUNTS	1 10005 520514 43521 THE BANKS SQUARE MARKE 1 10005 520514	43521 THE BANKS SQUARE MARKE 1 10005 520514	43521 THE BANKS SQUARE MARKE 1 10005 520514		42077 QBS MIDCO LLC 1 10102025 520423 2354	43464 QUERZE, KAI DANTE 1 12013805 510201 6200		15719 R B ALLEN CO INC 1 53002516 582040	5801 R W SHATTUCK & CO INC 1 12393202 520619 2440	5801 R W SHATTUCK & CO INC 1 12393202 520619 2440	5801 R W SHATTUCK & CO INC 1 12393202 520619 2440	5801 R W SHATTUCK & CO INC 1 03221122 520518 2415

	P 35 apwarrnt		VOUCHER CHECK						
517200 517473 517860		25171 01/22/2025	JNT DOCUMENT	517928	517711	517595 62.50	517923 517924 139.96	517976	15,925.29
284354/1 379.80 379.80 284485/1 220.77 220.77 284519/1		WARRANT:	INVOICE/AMOUNT	58.97 58.97 284578/1 8.99 8.99 CHECK TOTAL	7012 1,395.38 1,395.38 CHECK TOTAL	251259 62.50 62.50 CHECK TOTAL	8738561 9.98 9.98 8744320 129.98 129.98 CHECK TOTAL	2,168.80 13,697.66 15,866.46 8.04	5
5801 R W SHATTUCK & CO INC 00001 253150 INV 01/22/2025 1 03010052 520522 2430 AHS Second SM MISC SU Invoice Net 103010052 520522 2430 AHS Second SM MISC SU Invoice Net 112345 520619 3520 GILBERT & OE MISC EX INV 01/22/2025 5801 R W SHATTUCK & CO INC 00001 252548 INV 01/22/2025	01/15/2025 13:16 TOWN OF ARLINGTON izheng DETAIL INVOICE LIST	CASH ACCOUNT: 0000 104013 VENDOR 8304	VENDOR G/L ACCOUNTS R PO TYPE DUE DATE	1 12345 520619 3520 GILBERT & OE MISC EX Invoice Net 5801 R W SHATTUCK & CO INC 00001 251519 INV 01/22/2025 1 03011202 520518 2415 AHS Art SM INSTRUC Invoice Net	40879 THE READING LEAGUE INC 00000 252741 INV 01/22/2025 1 03233012 520518 2415 Sped Speci SM INSTRUC Invoice Net	43625 READS COLLABORATIVE 00000 252436 INV 01/22/2025 I 03233012 520416 2320 Sped Speci CTR PROFES Invoice Net	33392 REALLY GOOD STUFF LLC 00002 251996 INV 01/22/2025 1 03130042 520518 2415 HARDY Elem SM INSTRUC Invoice Net 33392 REALLY GOOD STUFF LLC 00002 251996 INV 01/22/2025 1 03130042 520518 2415 HARDY Elem SM INSTRUC Invoice Net	11938 RICOH USA, INC. 00001 252353 INV 01/22/2025 1 03305012 520511 7400 FINANCE BU SM EQUIPME 2 43002502 524027 SCH PHOTOC PHOTOCOPIE Invoice Net 00001 252353 INV 01/22/2025 1 03305012 520511 7400 FINANCE BU SM EQUIPME	524027 NC

		P 36 apwarrnt		VOUCHER CHECK						
50.73 50.73 96231390 17.25 17.25 96233657 97.90 CHECK TOTAL 165.88	A2515 517724		WARRANT: 25171 01/22/2025	INVOICE/AMOUNT DOCUMENT	1,659.00 1,659.00 CHECK TOTAL 1,659.00	PS-INV105834 517671 176.40 176.40 176.40	Govt Fall24 517991 140.00 140.00 CHECK TOTAL 140.00	609 44.09 4.41 44.09 4.41 97.00 CHECK TOTAL 97.00	Hebrew Fall24 517995 1,494.00 1,494.00 CHECK TOTAL 1,494.00	HMart 12-2-24 517851 275.00 275.00 CHECK TOTAL 275.00
1 03011202 520518 2415 AHS Art SM INSTRUC INVOICE NET 00000 251522 INV 01/22/2025 1 03011202 520518 2415 AHS Art SM INSTRUC INVOICE NET 00000 251522 INV 01/22/2025 00000 251522 INV 01/22/2025 1 03011202 520518 2415 AHS ART INVOICE NET SM INSTRUC I 03011202 520518 2415 AHS ART INVOICE NET	40443 RM MANAGEMENT AND OPER 00000 252908 INV 01/22/2025	01/15/2025 13:16 TOWN OF ARLINGTON izheng DETAIL INVOICE LIST	CASH ACCOUNT: 0000 104013 VENDOR 8304	VENDOR G/L ACCOUNTS R PO TYPE DUE DATE	1 03256132 520402 3510 SKI TEAM CTR ATHLET Invoice Net	20148 ROBERT F KENNEDY COMMU 00003 252736 INV 01/22/2025 1 03233062 520645 9300 SpEd out o OE TUITION Invoice Net	35094 RUDERMAN, A. MICHAEL 00000 253565 INV 01/22/2025 1 12013802 510102 6200 ADULT FALL PS TEACHER Invoice Net	36273 RUSSELL, JEFF 00000 252619 INV 01/22/2025 1 03256022 520402 3510 ATHLETICS CTR ATHLET 2 03256082 520402 3510 ATHLETICS CTR ATHLET 3 03256092 520402 3510 ATHLETICS CTR ATHLET 4 03256192 520402 3510 ATHLETICS CTR ATHLET Invoice Net	40333 SABATH, NATASHA 00000 253567 INV 01/22/2025 1 12013802 510102 6200 ADULT FALL PS TEACHER Invoice Net	42229 SAMUELS, DEBRA G 00000 253454 INV 01/22/2025 1 12013802 510102 6200 ADULT FALL PS TEACHER Invoice Net

			P 37 apwarrnt		VOUCHER CHECK								
517266 517267	1,950.00	517576		25171 01/22/2025	UNT DOCUMENT	00.76	517812	13 517414	50 517416	517418	14 517419	60 517421	73 517455
22378 3,554.00 3,554.00 8,094.00 8,094.00	Dance Fall24 1,950.00 1,950.00 CHECK TOTAL	604 44.09		WARRANT:	INVOICE/AMOUN	4.41 44.09 4.41 97.00 CHECK TOTAL	3362-2006 312.55 312.55 CHECK TOTAL	CINVO00174613 11.80 11.80			6.08 CINVOO0174714 11.07		126.6/ CINV00017397 13.20
36073 SAYBROOKE MANAGEMENT L 00001 253118 INV 01/22/2025 1 03325202 520517 4220 FAC Facili SM HVAC SU Invoice Net 36073 SAYBROOKE MANAGEMENT L 00001 253224 INV 01/22/2025 1 03325202 520415 4220 FAC Facili CTR PLUMBI Invoice Net	40882 SCHAUWEKER, MONICA 00000 253568 INV 01/22/2025 1 12013802 510102 6200 ADULT FALL PS TEACHER Invoice Net	31159 SCHENCK, BRYAN 00000 252619 INV 01/22/2025 1 03256022 520402 3510 ATHLETICS CTR ATHLET	01/15/2025 13:16 TOWN OF ARLINGTON izheng DETAIL INVOICE LIST	CASH ACCOUNT: 0000 104013 VENDOR 8304	VENDOR G/L ACCOUNTS R PO TYPE DUE DATE	2 03256082 520402 3510 ATHLETICS CTR ATHLET 3 03256092 520402 3510 ATHLETICS CTR ATHLET 4 03256192 520402 3510 ATHLETICS CTR ATHLET Invoice Net	72228 JOSTENS 00003 253437 INV 01/22/2025 1 12223004 520601 2210 FOREIGN LA OE OTHER E Invoice Net	29755 SCHOOL HEALTH CORPORAT 00002 251666 INV 01/22/2025 1 03992012 520520 3200 SYST HEALT SM MEDICAL	29755 SCHOOL HEALTH CORPORAT 00002 551663 INV 01/22/2025 1 03992012 520520 3200 SYST HEALT SM MEDICAL	29755 SCHOOL HEALTH CORPORAT 00002 251663 INV 01/22/2025 1 03992012 520520 3200 SYST HEALT SM MEDICAL	29755 SCHOOL HEALTH CORPORAT 00002 251663 INV 01/22/2025 1 03992012 520520 3200 SYST HEALT SM MEDICAL	29755 SCHOOL HEALTH CORPORAT 00002 251663 INV 01/22/2025 1 03992012 520520 3200 SYST HEALT SM MEDICAL	INVOICE NET 29755 SCHOOL HEALTH CORPORAT 00002 251663 INV 01/22/2025 1 03992012 520520 3200 SYST HEALT SM MEDICAL

517459	517463	517465	324,49	517136	517137	517139
13.20 CINVOO0178140 108.96	LOS.30 CINVO00176541 2.24 3.34	CINV000176459 1.12 1.12	CHECK TOTAL	208135077046 111.79	1,135.63	1,133.03 308104657402
Invoice Net 29755 SCHOOL HEALTH CORPORAT 00002 251667 INV 01/22/2025 1 03992012 520520 3200 SYST HEALT SM MEDICAL	29755 SCHOOL HEALTH CORPORAT 00002 251668 INV 01/22/2025 1 03992012 520520 3200 STORTH SM MEDICAL	00002 251659 INV 01/22/2025 SYST HEALT SM MEDICAL		00026 65026625 INV 01/22/2025 C&I Scienc SM INSTRUC	29370 SCHOOL SPECIALTY 00026 65028225 INV 01/22/2025 1 03011122 520518 2415 Associated SM INSTRUC	100026 65032125 INV 01/22/2025
29755 SCHOOL HEALTH CORPORAT 1 03992012 520520 3200	29755 SCHOOL HEALTH CORPORAT 1 03992012 520520 3200	29755 SCHOOL HEALTH CORPORAT 1 03992012 520520 3200		29370 SCHOOL SPECIALTY 1 03221122 520518 2415	29370 SCHOOL SPECIALTY 1 03011122 520518 2415	29370 SCHOOL SPECIALTY

P 38 apwarrnt	VOUCHER CHECK								
25									
01/22/2025	DOCUMENT	517142	517143	517155	517156	517157	517158	517160	517161
r: 25171	AOUNT	227	158	295	290	626	351	120	151
WARRANT:	INVOICE/AMOUNT	308104655177 1,938.97	1,429.30 1,429.30	1,564.38	208134791690 1.55	2081352059 11.16	2081352608 61.74 61.74	208135077120 249.05	208135172451
01/15/2025 13:16 Town OF ARLINGTON izheng DETAIL INVOICE LIST CASH ACCOUNT: 0000 104013 VENDOR 8304	VENDOR G/L ACCOUNTS R PO TYPE DUE DATE 1 03151202 520518 2415 STRATTON A SM INSTRUC		29370 SCHOOL SPECIALTY 00026 65033355 INV 01/22/2025 1 03221122 520518 2415 C&I Scienc SM INSTRUC	29370 SCHOOL SPECIALTY 00026 65005325 INV 01/22/2025 1 03101122 520518 2455 INSTRUCT SM INSTRUC	29370 SCHOOL SPECIALTY 00026 65005325 INV 01/22/2025 1 03101122 520518 2455 INSTRUCT SM INSTRUC	29370 SCHOOL SPECIALTY 00026 65027325 INV 01/22/2025 1 03991162 520518 2415 SYSTEM LIB SM INSTRUC	29370 SCHOOL SPECIALTY 00026 65027725 INV 01/22/2025 1 03031102 520518 2410 INSTRUCTIO SM INSTRUC	29370 SCHOOL SPECIALTY 00216 550 NST NV 01/22/2025 1 03011042 520518 2415 AHS Family SM INSTRUC	29370 SCHOOL SPECIALTY 00026 65025925 INV 01/22/2025

	517164	517169	517170	517176	517177	517310	517311
28.42	28 10 308104662586 717 88 717 88	308104653153 84 94 84 94	208135232570 3.31 3.31	208135133344 6 95 6 95	208135227583 125.07 125.07	208135133410 36.26 36.26	208135120659 491.10 491.10
EXTEND DAY SM SUPPLIE	O0026 65033255 INV 01/22/2025 EXTEND DAY SM SUPPLIE TRACCICE NOT	00026 65031125 INV 01/22/2025 C&I Physic SM OFFICE INVOICE NAT	00056 65027255 INV 01/22/2025 THOMPSON E SM INSTRUC	00026 65030825 INV 01/22/2025 THOMPSON E SM INSTRUC	00026 6503425 INV 01/22/2025 THOMPSON E SM INSTRUC	00026 65029925 INV 01/22/2025 THOMPSON E SM INSTRUC	00026 65028825 INV 01/22/2025 THOMPSON A SM INSTRUC Invoice Net
1 12113902 520501 3520	29370 SCHOOL SPECIALTY (1 12113902 520501 3520	29370 SCHOOL SPECIALTY 1 03221192 520523 2430	29370 SCHOOL SPECIALTY 1 03160042 520518 2415	29370 SCHOOL SPECIALTY 1 03160042 520518 2415	29370 SCHOOL SPECIALTY 1 03160042 520518 2415	29370 SCHOOL SPECIALTY 1 03160042 520518 2415	29370 SCHOOL SPECIALTY 1 03161202 520518 2415

P 39 apwarrnt		ER CHECK								
		VOUCHER								
	01/22/2025	DOCUMENT	517314	517470	517472	517925		517684		517666
	25171	F					10,946.34		9,313.65	
	WARRANT:	INVOICE/AMOUNT	308104649946	1,519.41 208135192090 104.36	208135192224 444.70	444 / 0 308104662025 129 84	123.04 CHECK TOTAL	0000154707 9,313.65 9,313.65	CHECK TOTAL	93937
01/15/2025 13:16 TOWN OF ARLINGTON izheng DETAIL INVOICE LIST	CASH ACCOUNT: 0000 104013 VENDOR 8304	VENDOR G/L ACCOUNTS R PO TYPE DUE DATE	29370 SCHOOL SPECIALTY 00026 65025325 INV 01/22/2025 1 12113902 520501 3520 EXTEND DAY SM SUPPLIE	29370 SCHOOL SPECIALTY 00026 65032325 INV 01/22/2025 1 12113902 520501 3520 EXTEND DAY SM SUPPLIE	29370 SCHOOL SPECIALTY 00026 65032225 INV 01/22/2025 103151102 520518 2410 INSTRUCT SM INSTRUC	29370 SCHOOL SPECIALTY 00026 65033625 INV 01/22/2025 1 03130042 520523 2430 HARDY Elem SM OFFICE	TIVOTER NEC	73818 SCHOOLS FOR CHILDREN, 00000 250071 INV 01/22/2025 1 03233062 520645 9300 Sped Out o OE TUITION		73852 SEEM COLLABORATIVE 00001 251330 INV 01/22/2025

	P 40 apwarrnt	VOUCHER CHECK	
517667 517669 517670 32,909.00 517659 517660 517661		WARRANT: 25171 01/22/2025 INVOICE/AMOUNT DOCUMENT	21,042.84 517578 97.00 517606 517607
3,108.00 10,214.00 3,885.00 6,270.00 10,155.00 6,270.00 6,270.00 CHECK TOTAL 4,875.78 4,875.78 7,645.64 5,645.64 7,645.64 7,645.64 7,645.64 7,645.64 7,645.64 7,645.64 7,645.64 7,645.64 7,645.64 7,645.64 7,645.64 7,645.64		WARRANT: INVOICE/AMO	CHECK TOTAL 613 44.09 4.41 44.09 4.10 97.00 CHECK TOTAL 2501800 6,708.00 6,708.00 6,708.00 7,602.40 7,602.40
1 03233052 520645 9300 Sped one t OE TUTTION 2 03233062 520645 9400 Sped out o OE TUTTION 2 03233062 520645 9400 Sped one t OE TUTTION 2 03233062 520645 9400 Sped one t OE TUTTION 2 03233062 520645 9400 Sped out o OE TUTTION 1 03233062 520645 9400 Sped out o OE TUTTION 2 03233062 520645 9400 Sped out o OE TUTTION 3852 SEEM COLLABORATIVE OO001 250104 INV 01/22/2025 1 03233062 520645 9400 Sped out o OE TUTTION 2 0807 SEVEN HILLS PEDIATRIC O0001 250067 INV 01/22/2025 1 03233062 520645 9300 Sped out o OE TUTTION 2 0807 SEVEN HILLS PEDIATRIC O0001 250067 INV 01/22/2025 1 03233062 520645 9300 Sped out o OE TUTTION 2 1 03233062 520645 9300 Sped out o OE TUTTION 3 1 03233062 520645 9300 Sped out o OE TUTTION 3 1 03233062 520645 9300 Sped out o OE TUTTION 3 1 03233062 520645 9300 Sped out o OE TUTTION 3 1 03233062 520645 9300 Sped out o OE TUTTION 3 1 03233062 520645 9300 Sped out o OE TUTTION 3 1 03233062 520645 9300 Sped out o OE TUTTION 3 1 03233062 520645 9300 Sped out o OE TUTTION 3 1 03233062 520645 9300 Sped out o OE TUTTION 3 1 03233062 520645 9300 Sped out o OE TUTTION 3 1 03233062 520645 9300 Sped out o OE TUTTION 3 1 03233062 520645 9300 Sped out o OE TUTTION 3 1 03233062 520645 9300 Sped out o OE TUTTION 3 1 03233062 520645 9300 Sped out o OE TUTTION 3 1 03233062 520645 9300 Sped out o OE TUTTION 4 1 1 03233062 520645 9300 Sped out o OE TUTTION 4 1 1 03233062 520645 9300 Sped out o OE TUTTION 4 1 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	S 13:16 TOWN OF ARLINGTON DETAIL INVOICE LIST	CASH ACCOUNT: 0000 104013 VENDOR 8304 VENDOR G/L ACCOUNTS R PO TYPE DUE DATE	39305 SHLIMON, CHRIS 1 03256022 520402 3510 ATHLETICS CTR ATHLET 2 03256082 520402 3510 ATHLETICS CTR ATHLET 3 03256092 520402 3510 ATHLETICS CTR ATHLET 4 03256192 520402 3510 ATHLETICS CTR ATHLET 1 03256192 520402 3510 ATHLETICS CTR ATHLET 2 03256192 520402 3510 ATHLETICS CTR ATHLET 3 03256192 520402 3510 ATHLETICS CTR ATHLET 1 03233062 52045 9400 Sped out o Oc TUITION 1 03233062 520645 9400 Sped out o Oc TUITION

							P 41 apwarrnt		VOUCHER CHECK
14,310.40	517462 2,620.00	517270 2,400.00	517580	517822 270.00	517858 502.00	516942		: 25171 01/22/2025	517018 517041 517042 517341
CHECK TOTAL	40900 2,620.00 2,620.00 CHECK TOTAL	38703 2,400.00 2,400.00 CHECK TOTAL	643 83.64 8.36 83.64 8.36 184.00 CHECK TOTAL	1-700578 270.00 270.00 CHECK TOTAL	Assist Fall24 502.00 502.00 CHECK TOTAL	2622		WARRANT:	INVOICE/AMOUNT 72.60 72.60 2623 9.58 9.58 2628 72.20 7
	42463 FIREPLACE INC 00001 250894 INV 01/22/2025 1 03994102 520401 1230 C&F ENGAGE CTR CONTRA Invoice Net	34120 SOCOTEC AE CONSULTING 00000 245444 INV 01/22/2025 1 53002409 582006 BISP ROOF ROOF RENOV Invoice Net	23147 SPINALI, ANDREW 00000 252619 INV 01/22/2025 1 03256022 520402 3510 ATHLETICS CTR ATHLET 2 03256082 520402 3510 ATHLETICS CTR ATHLET 3 03256092 520402 3510 ATHLETICS CTR ATHLET 4 03256192 520402 3510 ATHLETICS CTR ATHLET Invoice Net	74015 SPORTS ETC LLC 00000 253322 INV 01/22/2025 1 03256092 520502 3510 ATHLETICS SM ATHLETI Invoice Net	42707 STANLAKE, KEN 00000 253457 INV 01/22/2025 1 12013802 510328 6200 ADULT FALL OS TEMPORA Invoice Net	32432 AHOLD USA, INC. 00004 251250 INV 01/22/2025	01/15/2025 13:16 TOWN OF ARLINGTON izheng DETAIL INVOICE LIST	CASH ACCOUNT: 0000 104013 VENDOR 8304	VENDOR G/L ACCOUNTS R PO TYPE DUE DATE 1 03010052 520514 2440 AHS Second SM FOOD SU INVOICE NET 00004 251812 INV 01/22/2025 1 12113902 520514 3520 EXTEND DAY SM FOOD SU INVOICE NET 1 03011042 520518 2415 AHS Family SM INSTRUC 1 03011042 520518 2415 AHS Family SM INSTRUC 32432 AHOLD USA, INC. 00004 251122 INV 01/22/2025 I 03011042 520518 2415 AHS Family SM INSTRUC Invoice Net I 03011042 520518 2415 AHS Family SM INSTRUC I 1 03011042 520518 2415 AHS Family SM INSTRUC I 1 03011042 520518 2415 AHS Family SM INSTRUC I 1 03011042 520518 2415 AHS Family SM INSTRUC I 1 03011042 520518 2415 AHS Family SM INSTRUC I 1 03011042 520518 2415 AHS Family SM INSTRUC I 1 03011042 520518 2415 AHS Family SM INSTRUC I 1 03011042 520518 2415 AHS Family SM INSTRUC I 1 03011042 520518 2415 AHS Family SM INSTRUC I 1 03011042 520518 2415 AHS Family SM INSTRUC I 1 03011042 520518 2415 AHS Family SM INSTRUC I 1 03011042 520518 2415 AHS Family SM INSTRUC I 1 03011042 520518 2415 AHS Family SM INSTRUC

	P 42 apwarrnt		VOUCHER CHECK		
\$ 517343 \$ 517344 \$ 517405 \$ 517407 \$ 517409 \$ 517904 \$ 517933 \$ 1,973.84		WARRANT: 25171 01/22/2025	INVOICE/AMOUNT DOCUMENT	60.00 60.00	54 517411
16.18 2658 64.27 64.27 64.27 2625 73.11 73.11 73.11 73.11 73.11 73.11 73.11 73.11 73.11 73.11 2607 2607 2607 2607 2607 2614 340.63 340.63 2618 2618 2618 2618 2618 2618 2618 2618		/M	INVO]	2.73 27.27 2.73 60.00 CHECK TOTAL	155064
AHS Family SM INSTRUC Invoice Net 00004 251812 INV 01/22/2025 EXTEND DAY SM FOOD SU Invoice Net 00004 251812 INV 01/22/2025 EXTEND DAY SM FOOD SU Invoice Net 00004 251812 INV 01/22/2025 EXTEND DAY SM FOOD SU Invoice Net 00004 251812 INV 01/22/2025 EXTEND DAY SM FOOD SU Invoice Net 00004 251812 INV 01/22/2025 EXTEND DAY SM FOOD SU Invoice Net 00004 251812 INV 01/22/2025 EXTEND DAY SM FOOD SU Invoice Net 00004 251812 INV 01/22/2025 EXTEND DAY SM FOOD SU Invoice Net 00004 251812 INV 01/22/2025 AHS SECOND Invoice Net 00004 251812 INV 01/22/2025 AHS Family SM INSTRUC Invoice Net 00004 251812 INV 01/22/2025 AHS SECOND Invoice Net 00004 251812 INV 01/22/2025 AHS SECOND Invoice Net 00004 251812 INV 01/22/2025 AHS SECOND Invoice Net	ARLINGTON INVOICE LIST	3 VENDOR 8304	TT	ATHLETICS CTR ATHLET ATHLETICS CTR ATHLET ATHLETICS CTR ATHLET Invoice Net	00001 251924 INV 01/22/2025
1 03011042 520518 2415 32432 AHOLD USA, INC. 32432 AHOLD USA, INC. 1 12113902 520514 3520 32432 AHOLD USA, INC. 32432 AHOLD USA, INC. 1 12113902 520514 3520 32432 AHOLD USA, INC. 1 03011042 520518 2415 1 03010052 520522 2430 32432 AHOLD USA, INC. 1 12113902 520514 3520 32432 AHOLD USA, INC. 1 12113902 520514 3520 32432 AHOLD USA, INC. 1 12113902 520514 3520	01/15/2025 13:16 TOWN OF ARL izheng DETAIL INV	CASH ACCOUNT: 0000 10401	G/L ACCOUNTS 03256022 520402 3	2 03256082 520402 3510 3 03256092 520402 3510 4 03256192 520402 3510	34895 DATAPRINT

							P 43 apwarrnt		VOUCHER CHECK	
231.92 231.92 155650 2,825.97 2,825.97 CHECK TOTAL 3,057.89	S017342365 517826 535.47 535.47 535.47 535.47	Assist Fall24 517872 757.00 757.00 CHECK TOTAL 757.00	Poet Fall24 517856 640.00 640.00 CHECK TOTAL 640.00	642 83.64 8.36 83.64 8.36 184.00 CHECK TOTAL 184.00	187191080 517853 2,181.84 2,181.84 CHECK TOTAL 2,181.84	608 44.09 4.41 44.09		WARRANT: 25171 01/22/2025	INVOICE/AMOUNT DOCUMENT	4.41 97.00 CHECK TOTAL 97.00
1 03120042 520525 2430 DALLIN Ele SM REPRO P Invoice Net 00001 252553 INV 01/22/2025 1 03221022 520526 2415 C&I Englis SM REPRODU Invoice Net	33730 SPIRALEDGE INC 00002 251198 INV 01/22/2025 1 03256162 520502 3510 ATHLETICS SM ATHLETI Invoice Net	41819 TAKANG, ESTEEBELL BESE 00000 253468 INV 01/22/2025 1 12013806 510328 6200 YOUTH FALL OS TEMPORA Invoice Net	42230 TIBBETTS, KATHLEEN M 00000 253455 INV 01/22/2025 1 12013802 510102 6200 ADULT FALL PS TEACHER Invoice Net	31027 TROUP, JAMES 00000 252619 INV 01/22/2025 1 03256022 520402 3510 ATHLETICS CTR ATHLET 2 03256082 520402 3510 ATHLETICS CTR ATHLET 3 03256092 520402 3510 ATHLETICS CTR ATHLET 4 03256192 520402 3510 ATHLETICS CTR ATHLET Invoice Net	27002 ULINE 1 12123520 520604 4230 BLDG USER OE CAPITAL Invoice Net	74370 UVA, PAUL 1 03256022 520402 3510 ATHLETICS CTR ATHLET 2 03256082 520402 3510 ATHLETICS CTR ATHLET 3 03256092 520402 3510 ATHLETICS CTR ATHLET	01/15/2025 13:16 TOWN OF ARLINGTON izheng DETAIL INVOICE LIST	CASH ACCOUNT: 0000 104013 VENDOR 8304	VENDOR G/L ACCOUNTS R PO TYPE DUE DATE	4 03256192 520402 3510 ATHLETICS CTR ATHLET Invoice Net

		P 44 apwarrnt	CHECK
' ' '			VOUCHER
517926 2 517861 0 516974 5	517317 517329 517330 517331 517332 517336 517729 517730		01/22/2025 DOCUMENT
1,403.22 1,403.22 1,403.22 CHECK TOTAL ASSIST FAI124 454.00 CHECK TOTAL REIMSTAFF_BFAST8.29 256.15 CHECK TOTAL 256.15 256.15	251286232 111.36 251287023 72.36 72.36 72.36 251230800 304.55 304.55 304.55 304.55 251207336 63.90 63.90 63.90 251207336 251207336 251285343 60.30 60.30 251169794 184.11 184.11 251206184 428.25 251230427 406.24 251306156		WARRANT: 25171 INVOICE/AMOUNT
34776 VALERIO DOMINELLO & HI 00000 251285 INV 01/22/2025 1 03214002 520413 1430 ADMIN Scho CTR LEGAL Invoice Net 43378 VENKATESH, MAYA DOROTH 00000 253460 INV 01/22/2025 1 12013802 510328 6200 ADULT FALL OS TEMPORA Invoice Net 42957 VICE, GRETCHEN 00000 253252 INV 01/22/2025 1 03110012 520514 2210 BRACKETT S SM FOOD SU Invoice Net	13181 W. B. MASON CO INC 13221102 \$20523 2730 \$20001 \$253250 INV 01/22/2025 SUMM PAC 13181 W. B. MASON CO INC 13221102 \$20523 2710 \$20001 \$253250 INV 01/22/2025 SUMM PAC 13381 W. B. MASON CO INC 13383 W. B. MASON CO INC 13383 W. B. MASON CO INC 13384 W. B. MASON CO INC 13384 W. B. MASON CO INC 13385 Seco SM OFFICE 1103934102 \$20523 2430 GIBBS Seco SM OFFICE 1103030052 \$20523 2430 GIBBS Seco SM OFFICE 1103030052 \$20523 2430 GIBBS SECO SM OFFICE 11001 253249 INV 01/22/2025 1103030052 \$20523 2430 GIBBS SECO SM OFFICE 11001 253249 INV 01/22/2025 11001 253249 INV 01/22/2025	01/15/2025 13:16 TOWN OF ARLINGTON izheng DETAIL INVOICE LIST	CASH ACCOUNT: 0000 104013 VENDOR 8304 VENDOR G/L ACCOUNTS R PO TYPE DUE DATE

	51//32	517733	517734	517735	517737	517738	517739	517862	517864	517867	517868	517937	517972	517973	517900
15.94	2,039.60 2,039.60 2,039.60	2,033.00 250173205 187.98 187.98	250329903 150.32	251257071 251257071 4,079,20	4,0/9,20 251232634 18,60	10.00 249312619 41.04	24189 249899100 25.54	23.34 251542208 6.44	251502293 187-96	250810121 599,70	2593,70 250635254 65,79	25.79 250702892 742.36	742.36 1S1748167 3,458.93	3,458.93 IS739978 3,197.93 3,197.93 CHECK TOTAL	-221
GIBBS Seco SM OFFICE	00001 253248 INV 01/22/2025 GIBBS Seco SM REPRO P	00001 252450 INV 01/22/2025 THOMPSON M SM INSTRUC	00001 252551 INV 01/22/2025 ELEMENTARY SM EDUCATI	00001 253258 INV 01/22/2025 AHS Second SM REPRO P	JINOICE NEL 10001 251006 INV 01/22/2025 FINANCE PA SM OFFICE	JINOICE NEL 10001 251006 INV 01/22/2025 FINANCE PA SM OFFICE	00001 251006 INV 01/22/2025 O FINANCE PA SM OFFICE	10001 250009 INV 01/22/2025 FINANCE BU SM OFFICE	INVOICE NEL 10001 250009 INV 01/22/2025 FINANCE BU SM OFFICE	00001 251183 INV 01/22/2025 ADMIN SUPE SM OFFICE	10001 251183 INV 01/22/2025 ADMIN SUPE SM OFFICE	10001 251655 INV 01/22/2025 SCHOOL FOO SM OFFICE	10001 25180 INV 01/22/2025	INVOICE NEC 00001 252180 INV 01/22/2025 SCHOOL FOO SM OFFICE Invoice Net	00000 253491 INV 01/22/2025
1 03030052 520523 2430	13181 W. B. MASON CO INC 0 1 03030052 520525 2430	13181 W. B. MASON CO INC 0 1 03161172 520518 2415	13181 W. B. MASON CO INC 0 1 03191082 520508 2354	13181 W. B. MASON CO INC 0 1 03010052 520525 2430	13181 W. B. MASON CO INC 0 1 03305022 520523 1410	13181 W. B. MASON CO INC 0 1 03305022 520523 1410	13181 W. B. MASON CO INC 0 1 03305022 520523 1410	13181 W. B. MASON CO INC 0 1 03305012 520523 1410	13181 W. B. MASON CO INC 0 1 03305012 520523 1410	13181 W. B. MASON CO INC 0 1 03214012 520523 1210	13181 W. B. MASON CO INC 0 1 03214012 520523 1210	13181 W. B. MASON CO INC 0 1 10005 520523	13181 W. B. MASON CO INC 0 1 10005 520523	13181 W. B. MASON CO INC 0 1 10005 520523	43777 СІТУ ОБ МАLТНАМ 0

TOWN OF ARLINGTON
DETAIL INVOICE LIST 01/15/2025 13:16 izheng

VENDOR 8304

104013

CASH ACCOUNT: 0000

WARRANT: 25171

01/22/2025

P 45 apwarrnt

VOUCHER CHECK								
DOCUMENT		517839	517616	517587	517588	517589	517844	
TNUOW	2,521.00	140.00	GEDEC24 178.56	00.76		150.00	1,	986,655.51 136,421.35
INVOICE/AMOUNT	2,521.00 2,521.00 CHECK TOTAL	1371 140.00 140.00 CHECK TOTAL	REIMMILEAGEDEC24 178.56 178.56 CHECK TOTAL	623 44.09 4.41 44.09 4.41 97.00 CHECK TOTAL	556 22.73 2.27 22.73 22.73	586 45.46 4.54 4.54 4.54 100.00 CHECK TOTAL	ESOL Fall24 1,920.00 1,920.00 CHECK TOTAL	986,655.51
R PO TYPE DUE DATE	ATHLETICS CTR ATHLET Invoice Net	00000 253447 INV 01/22/2025 ADULT FALL PS TEACHER Invoice Net	00000 250041 INV 01/22/2025 TRANSP Tra CTR CONTRA Invoice Net	00000 252619 INV 01/22/2025 ATHLETICS CTR ATHLET ATHLETICS CTR ATHLET ATHLETICS CTR ATHLET ATHLETICS CTR ATHLET Invoice Net	00000 252619 INV 01/22/2025 ATHLETICS CTR ATHLET	JIVOICE NEL 00000 25269 INV 01/22/2025 ATHLETICS CTR ATHLET ATHLET ATHLET ATHLET ATHLET ATHLET CTR ATHLET INVOICE NET	00000 253451 INV 01/22/2025 ADULT FALL PS TEACHER Invoice Net	WARRANT TOTAL 986,655.51 CASH ACCOUNT BALANCE
VENDOR G/L ACCOUNTS	1 03256022 520402 3510	39060 WEIN LIFE MANAGEMENT S (1 12013802 510102 6200	38710 WHITE, ADAM 1 03343102 520404 3300	37830 WHITLOCK, JOHN 1 03256022 520402 3510 2 03256082 520402 3510 3 03256092 520402 3510 4 03256192 520402 3510	74923 JACK WOODS 1 03256022 520402 3510 2 03256082 520402 3510 3 03256092 520402 3510 4 03256192 520402 3510	74923 JACK WOODS 1 03256022 520402 3510 2 03256082 520402 3510 3 03256092 520402 3510 4 03256192 520402 3510	41586 WULANSARI, SATYAWIDYA 1 12013802 510102 6200	493 INVOICES CASH AC

TOWN OF ARLINGTON WARRANT SUMMARY 01/15/2025 13:16 izheng

P 46 apwarrnt

22/2025
01/
25171
WARRANT:

FUND ORG ACCOUNT	AMOUNT	AVLB BUDGET
0001 0119252 FACILITIES EXPENSE 0001-1-192-192-0000-00000-0000-52-524000 REPAIRS AND MAINTENANC	850,00	18,536.45
CASH ACCOUNT 0000 104013 BALANCE 136,421.35	850.00	
0003 03010052 AHS Secondary Educ 0003-3-300-311-0004-003005-0001-02-520515 SIN COMPUTER SUPPLIES 0003 03010052 AHS Secondary Educ 0003-3-300-311-0004-003005-0001-02-520515 SIN INSTRUCTIONAL MATER 0003 03010052 AHS Secondary Educ 0003-3-300-311-0004-003005-0001-02-520515 SIN INSTRUCTIONAL MATER 0003 03010052 AHS Secondary Educ 0003-3-300-311-0004-003100-001-02-520515 SIN INSTRUCTIONAL MATER 0003 03011022 AHS Enaily and Con 0003-3-300-311-0004-003110-001-02-520515 SIN INSTRUCTIONAL MATER 0003 03011022 AHS Art 0003 03011022 AHS Art 0003 0301102 AHS ART 0003 0301004 AHS ART 0003 0301004 AHS Elementary Education Ond-03-200-300-000-000-2-2005 AHS ART 0003 0301004 AHS ART 0003 03004 AHS ART 0003 03004 AHS ART 0003 03004	1, 059 1, 072 1, 08, 01 1, 08, 01 1, 08, 02 1, 08, 02 1, 08, 02 1, 08, 02 1, 08, 02 1, 08, 03 1, 08,	208,756,12 208,756,12 208,756,12 208,756,12 208,756,12 3,817,52 11,10,72 1111,563,89 1111,12,12 1111,12,12 1111,12,12 1111,12,12 1111,12,12 1111,13,13,13,13 1111,13 1111,13

01/15/2025 13:16 izheng

	- AVLB BUDGET	117.00 1170,019.79 1170,019.7
	AMOUNT	2, 825.97 83.993 83.993 500.00 2, 825.97 1, 850.00 1, 10.00 1, 10.00
25171 01/22/2025	ACCOUNT	14012 ADMIN Superintende 0003-3-300-321-0001-003401-0001-02-520623 SM OFFICE SUPPLIES 14012 ADMIN Superintende 0003-3-300-321-0001-00301-0001-02-520629 GE CAPITAL COUPMENT/F 14012 ADMIN Superintende 0003-3-00-310-3001-00301-0001-02-520629 GE CAPITAL COUPMENT/F 14012 ADMIN Superintende 0003-3-00-310-0031-0001-0001-02-520629 GE ROPPLIES 151002 C&L C&L Leadership 0003-3-300-321-0001-0001-02-520628 SM FERROACKS BOOKS FR 151002 C&L C&L Leadership 0003-3-00-310-0001-0001-02-520628 SM FERROACKS BOOKS FR 151002 C&L C&L Leadership 0003-3-00-310-0001-0001-02-520628 SM FERROACKS BOOKS FR 151002 C&L C&L Leadership 0003-3-00-32-0002-003100-0001-02-520628 SM FERROACKS BOOKS FR 151002 C&L C&L Leadership 0003-3-300-322-0002-003100-0001-02-520628 SM FERROACKS BOOKS FR 151002 C&L C&L Leadership 0003-3-00-322-0002-003110-0001-02-520628 SM FERROACKS BOOKS FR 151102 C&L Math COURS FR 1500-322-0002-003111-0001-02-520628 SM FERROACKS BOOKS FR 151112 C&L Math COURS FR 1500-322-0002-003111-0001-02-520628 SM FERROACKS BOOKS FR 151112 C&L MATH COURS FR 1500-322-0002-003111-0001-02-520628 SM FERROACKS BOOKS FR 151112 C&L MATH COURS FR 1500-322-0002-003111-0001-02-520628 SM FERROACKS BOOKS FR 151112 C&L MATH COURS FR 1500-322-0002-003111-0001-02-520628 SM FERROACKS BOOKS FR 151112 C&L MATH COURS FR 1500-322-0002-003111-0001-02-520628 SM FERROACKS BOOKS FR 151102 C&L MATH COURS FR 1500-322-0002-003111-0001-02-520613 SM FERROACKS BOOKS FR 151102 C&L MATH COURS FR 1500-322-0002-003111-0001-02-520613 SM FERROACKS BOOKS FR 151102 C&L MATH COURS FR 1500-322-0002-003111-0001-02-520613 SM FERROACKS BOOKS FR 151102 C&L MATH COURS FR 1500-32-0003-300-322-0002-003111-0001-02-520613 SM FERROACKS BOOKS FR 151102 C&L MATH COURS FR 1500-32-0002-003111-0001-02-520613 SM FERROACKS BOOKS FR 1500-32-0003-300-322-0002-003111-0001-02-520613 SM FERROACKS BOOKS FR 1500-32-0003-300-322-0002-003111-0001-02-520613 SM FERROACKS BOOKS FR 1500-32-0002-003111-0001-02-520613 SM FERROACKS BOOKS FR 1500-32-0003-300-320-32-0002-003111-0001-02-520613 SM FERROACKS BOOKS FR 1
WARRANT	FUND ORG	######################################

01/15/2025 13: izheng	13:16 TOWN OF ARLINGTO WARRANT SUMMARY	ARLINGTON SUMMARY		P 48 apwarrnt
RANT:	25171 01/22/202	50		
FUND ORG		ACCOUNT	AMOUNT	AVLB BUDGET
0003 0335512 0003 0343092 0003 0343002 0003 0345302 0003 03345302 0003 03991162 0003 03991162 0003 03994102 0003 03994102	FAC Custodial Serv TRANSP Transportat TRANSP Transportat TRANSP Transportat TRANSP Transportat TRANSP Transportat SYSTEM Library/Med SYSTEM Health Serv SYSTEM Health Serv COMMUNICATIONS & F COMMUNICATIONS & F	0003-3-300-332-0008-003521-0001-02-520416 CTR PROFESSIONAL TECH 0003-3-300-334-0005-003309-0002-02-520404 CTR CONTRACTED TRANSPO 0003-3-300-334-0005-003310-0002-02-520404 CTR CONTRACTED TRANSPO 0003-3-300-334-0008-003530-0001-02-520416 CTR PROFESSIONAL TECH 0003-3-300-334-0008-003530-0001-02-520621 DE MOTOR VEHICLE REPAI 0003-3-300-334-0008-003530-0001-02-520621 DE MOTOR VEHICLE REPAI 0003-3-300-334-0008-003532-0001-02-520621 DE MOTOR VEHICLE REPAI 0003-3-300-399-0002-00351-0001-02-520621 SM INSTRUCTIONAL MATER 0003-3-300-399-0002-003201-0001-02-520508 SM EDICALTONAL SUPPLIE 0003-3-300-399-0001-003410-0001-02-520505 SM MEDICAL SURGICAL SU 0003-3-300-399-0001-003410-0001-02-520505 SM COMPUTER SUPPLIES 0003-3-300-399-0001-003410-0001-02-520505 SM COMPUTER SUPPLIES 0003-3-300-399-0001-003410-0001-02-520505 SM COMPUTER SUPPLIES	38,545.00 11,772.27 480.00 3,833.04 14,527.50 1,950.13 2,804.11 211.95 56.28	-75,777.41 -296,283.37 -329,297.18 -2,493.16 -2,493.16 -20,302.00 2,933.87 1,685.82 103,527.48 103,527.48
CASH ACCOUNT (ACCOUNT 0000 104013	EALANCE 136,421.35 FUND TOTAL 68	584,365.89	
1000 10005 1000 10005 1000 10005 1000 10005	SCHOOL FOOD SCHOOL FOOD SCHOOL FOOD SCHOOL FOOD SCHOOL FOOD	1000-3-300-331-0000-003512-0012-50-520401 CTR CONTRACTED SERVICE 1000-3-300-331-0000-003512-0012-50-520420 CTR PROFESSIONAL DEV S 1000-3-300-331-0000-003512-0012-50-520514 SM FOOD SUPPLIES 1000-3-300-331-0000-003512-0012-50-520523 SM OFFICE SUPPLIES 1000-3-300-331-0000-003512-0012-50-520631 OE REPAIRS	1,876.00 150.00 90,205.36 7,399.22 1,791.94	740,198.00 740,198.00 740,198.00 740,198.00 740,198.00
CASH ACCOUNT (0000 104013	EUND TOTAL 136, 421.35	101,422.52	
	IMPROVING EDUC QLT	1002-3-300-	50.00	4,782.80
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78.00		AMOUNT	,747. ,611.	12,359.25	2,560.00	7,300.00	8,390.00 650.44	9,040.44	101200107	41,071.92	,728.8 ,361.9 ,802.4 ,300.0	8,193.23
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1222 12223004 FOREIGN LANGUAGES	s 1222-3-300-301-0000-003004-0009-00-520601 OE OTHER EXPENSES	423.64	-23,284.14
CASH ACCOUNT 0000 104013	BALANCE 136,421.35	423.64	
1234 12345 GILBERT & SULLIVA	SULLIVAN 1234-3-300-322-0000-003117-0011-50-520619 OE MISC EXPENSES	316.33	18,862.94
CASH ACCOUNT 0000 104013	BALANCE 136,421.35	316.33	
1239 12393202 GUIDANCE REVOLVING 1239-3-300	NG 1239-3-300-323-0000-003202-0011-00-520619 OE MISC EXPENSES	779.14	-135,249.14
CASH ACCOUNT 0000 104013	BALANCE 136,421.35	779.14	
1303 13032501 AEF - EMPOWERING	I 1303-3-300-336-2025-003004-0008-00-520401 CTR CONTRACTED SERVICE	775.86	00.
CASH ACCOUNT 0000 104013	BALANCE 136,421.35	775.86	
2320 23201921 ARPA HVAC DESIGN 2320 23201924 HEPA FILTERS	2320-1-192-192-2024-000000-1,4 -50-582043 SCHOOL HVAC DESIGN 2320-1-192-192-2026-000000-1,4 -50-578087 HEPA FILTERS- SCHOOL	2,700.00	00.
CASH ACCOUNT 0000 104013	BALANCE 136,421.35	102,689.00	
4025 43002502 ALL SCHOOLS - PHO	PHOT 4025-3-300-300-2025-250040-0000-58-524027 PHOTOCOPIER LEASE	13,748.45	00.
CASH ACCOUNT 0000 104013	BALANCE 136,421.35	13,748.45	

5024 53002409 BISHOP SCHOOL ROOF 5024-3-300-300-2024-240045-0000-58-582006 ROOF RENOVATION	2,400.00	1,450,000.00
CASH ACCOUNT 0000 104013 BALANCE 136,421.35	2,400.00	
5025 53002516 STRATTON SCHOOL MA 5025-3-300-300-2025-250059-0000-58-582040 INTERIOR RENOVATION	3,196.00	376,738.75
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 ** END OF REPORT - Generated by Iris Zheng **



8:10 p.m. Subcommittee/Liaison Reports/Announcements (P. Schlichtman)

Summary:

- Budget K. Allison-Ampe, Chair
- Community Relations L. Exton, Chair
- Curriculum, Instruction, Assessment & Accountability J. Morgan, Chair, Updated Proposal for New Arlington High School CD Criteria, January 23, 2025
- Facilities J. Thielman, Chair
- Policy & Procedures L. Kardon, Chair
- Arlington High School Building Committee, J. Thielman, Chair
- Liaison Reports
- Announcements
- Future Agenda Items

ATTACHMENTS:

	Туре	File Name	Description
D	Document for Approval	Updated_Proposal_for_New_Arlington_High_School_CD_Criteria_12325.pdf	Updated Proposal for New Arlington High School CD Criteria 12325

Proposal for SY 2024-25 AHS Competency Determination

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Introduction

In light of recent changes to Massachusetts state law eliminating MCAS as the sole competency determination criterion, Arlington High School must establish a locally-determined process to assess and certify students' mastery of core academic skills for graduation. This proposal aligns our CD criteria with our existing graduation requirements to maintain consistency while providing flexibility for students in challenging circumstances.

State Guidance

Under the new law, students must demonstrate "mastery of a common core of skills, competencies, and knowledge" by satisfactorily completing coursework certified by the district as meeting state standards. This includes English Language Arts, Mathematics, and one of four science disciplines (Biology, Introductory Physics, Chemistry, or Technology/Engineering).

The new law replaces the previous MCAS-based Competency Determination with a coursework-based model. The full text of **Question 2** and the revised statute are provided below.

Full Text of Question 2: Elimination of MCAS as High School Graduation Requirement

Be it enacted by the People, and by their authority:

A law requiring that districts certify that students have mastered the skills, competencies, and knowledge of the state standards as a replacement for the MCAS graduation requirement.

Section 1D of chapter 69 of the General Laws, as appearing in the 2022 Official Edition, is hereby amended by striking from the first sentence of sub-paragraph (i) the words, ", as measured by the assessment instruments described in section one I." and replacing them with the following:

"by satisfactorily completing coursework that has been certified by the student's district as showing mastery of the skills, competencies, and knowledge contained in the state academic standards and curriculum frameworks in the areas measured by the MCAS high school tests described in section one I administered in 2023, and in any additional areas determined by the board."

Current Language from the 2023-24 Program of Studies

Graduation Requirements

- 1. Pass MCAS exam in ELA, Math and STE (further explained below)
- 2. Pass four years of English
- 3. Pass three years of History/Social Science (to include World History and US history)
- 4. Pass three years of Science (to include a Physical Science)
- 5. Pass three years of Mathematics (to include Algebra 1, and Geometry)
- 6. Pass four years of Education in Wellness (*see below for further information)
- 7. Pass one year of Fine Arts (5 credits) (*see below for further information)
- 8. Pass two years of World Languages (three years of the same language and consecutive classes are strongly recommended)
- 9. Demonstrate competency in Computer Technology
- 10. Perform and document 40 hours of community service
- 11. Earn 106 credits minimum

We recommend students use the MassCore Requirements as adopted by the Department of Elementary and Secondary Education to see how they align high school coursework with college and workforce expectations:

https://www.doe.mass.edu/ccte/ccr/masscore/.

MCAS Competency Determination

The COVID-19 pandemic has had a significant impact on The Department of Elementary and Secondary Education's (DESE) policies regarding MCAS testing as a graduation requirement. All students must meet the state's competency determination in the areas of English Language Arts (ELA), Math, and Science, Technology and Engineering (STE) however several adjustments and interim standards have been instituted for high school students impacted by the pandemic. Below is an overview of the graduation requirements followed by the link to the DESE's website with more detailed information on the state graduation requirements.

Class of 2025

Math - Pass the NextGen MCAS with a scaled score of 469 or higher*

ELA - Pass the NextGen MCAS with a scaled score of 455 or higher*

STE - Pass the legacy STE with a scaled score of 220 or higher or passing the STE next-generation MCAS with the interim passing standard for Biology (467) or Introductory Physics (470)

Class of 2026

Math - Pass the NextGen MCAS with a scaled score of 469 or higher*

ELA - Pass the NextGen MCAS with a scaled score of 455 or higher*

STE - Pass the legacy STE with a scaled score of 220 or higher or passing the STE next-generation MCAS with the interim passing standard for Biology (467) or Introductory Physics (470)

*Math scores in the 469-485 range and ELA scores in the 455-471 range will require an Educational Proficiency Plan (EPP)

Class of 2027 and 2028

Math - Pass the Next Gen MCS with a scaled score of 486 or higher. **

ELA - Pass the Next Gen MCS with a scaled score of 486 or higher**

STE - Pass the Next Gen STE MCAS with a scaled score of 470 or higher

**Scores of 470 to 485 will qualify for graduation with the completion of an Educational Proficiency Plan (EPP)

MCAS Graduation Requirements DESE

Waivers & Substitutions

Requests for relief/substitution of a graduation requirement must be made in writing to the Principal who has final decision-making authority on local requirements for graduation.

Proposed Language for Program of Studies

We propose the following language to update **both** of the sections "Graduation Requirements" (revision in red) and "MCAS Competency Determination".

_

Competency Determination

Under changes in the law adopted during the 2024-2025 school year, students must demonstrate "mastery of a common core of skills, competencies, and knowledge" by

satisfactorily completing coursework certified by the district as meeting state standards. The new law replaces the previous MCAS-based competency determination with a coursework-based model. As it has in the past, the local Competency Determination establishes a baseline standard of literacy, numeracy, and science concept mastery.

Students at Arlington High School meet the Competency Determination by successfully completing coursework aligned with the Massachusetts Curriculum Frameworks that covers the following content or higher:

- English Grade 9-10
- Algebra 1 and Geometry
- At least one of Introductory Physics, Biology, Chemistry or Technology/Engineering (not currently available)

Students may also have achieved the competency determination by passing the relevant MCAS by November 2024. Below is an overview of the MCAS graduation requirements.

Class of 2025

Math - Pass the NextGen MCAS with a scaled score of 469 or higher*

ELA - Pass the NextGen MCAS with a scaled score of 455 or higher*

STE - Pass the legacy STE with a scaled score of 220 or higher or passing the STE next-generation MCAS with the interim passing standard for Biology (467) or Introductory Physics (470)

Class of 2026

Math - Pass the NextGen MCAS with a scaled score of 469 or higher*

ELA - Pass the NextGen MCAS with a scaled score of 455 or higher*

STE - Pass the legacy STE with a scaled score of 220 or higher or passing the STE next-generation MCAS with the interim passing standard for Biology (467) or Introductory Physics (470)

Class of 2027

Math - Pass the Next Gen MCS with a scaled score of 486 or higher. **

ELA - Pass the Next Gen MCS with a scaled score of 486 or higher**

STE - Pass the Next Gen STE MCAS with a scaled score of 470 or higher

Graduation Requirements

In order to graduate from Arlington High School, students must:

- A. Meet local requirements for the Competency Determination (as explained above note that completing the local graduation requirements as listed below satisfies the Competency Determination), and
- B. Meet the following criteria:
- 1. Pass four years of English
- 2. Pass three years of History/Social Science (to include World History and US history)
- 3. Pass three years of Science (to include a Physical Science)
- 4. Pass three years of Mathematics (to include Algebra 1 and Geometry)
- 5. Pass four years of Education in Wellness (*see below for further information)
- 6. Pass one year of Fine Arts (5 credits) (*see below for further information)

- 7. Pass two years of World Languages (three years of the same language and consecutive classes are strongly recommended)
- 8. Demonstrate competency in Computer Technology
- 9. Perform and document 40 hours of community service
- 10. Earn 106 credits minimum

We recommend students use the MassCore Requirements as adopted by the Department of Elementary and Secondary Education to see how they align high school coursework with college and workforce expectations:

https://www.doe.mass.edu/ccte/ccr/masscore/.

Waivers & Substitutions

Requests for relief/substitution of a graduation requirement must be made in writing to the Principal who has final decision-making authority on local requirements for graduation.

Additional Considerations

Considerations for the Class of 2025

Students in the Class of 2025 who have already earned a Competency Determination (CD) through MCAS testing or an appeal process prior to the enactment of the new law are not affected. These students will graduate as planned, provided they meet all local graduation requirements.

For Class of 2025 students who have not yet earned a CD, the new law applies. These students must demonstrate mastery through the district's certified coursework-based process. Arlington High School will prioritize identifying and supporting these students to ensure they meet the updated requirements.

- Identify Class of 2025 student records to identify those without a CD.
- Review their courses to determine what courses they need in order to graduate (This should be extremely limited in impact.)
- Communicate these changes and available support clearly to students and families.

Considerations for Transfer Students

For transfer students or Arlington students in out-of-district placements, we will accept equivalent coursework completed at prior schools, following AHS practices for credit transfer and course alignment. The current Program of Studies allows for this approach.

Considerations for Students Placed Out-of-District

For Arlington students in out-of-district placements, we will accept equivalent coursework completed in outside placements agreed upon by the IEP team, following AHS practices for credit transfer and course alignment. If you have questions regarding whether your child's out-of-district placement qualifies them for an AHS diploma, please reach out to your student's special education team lead.

Next Steps

1. Place Temporary Language in the 2025-26 Program of Studies

2. Identify Eligible Students

 Review the academic records of current and former students who received Certificates of Attainment to determine eligibility for diplomas under the new standards.

3. Stakeholder Communication

 Share the updated CD process with students, families, and the broader community in multiple languages, ensuring transparency.

4. Finalize Criteria and Approval

 Submit the proposed standards for approval by the School Committee and integrate them into public-facing materials like the AHS Program of Studies.

5. MCAS in the Future

- We will get guidance from DESE on future administration expectations for the MCAS.
- Consider whether we want to take steps to incentivize MCAS attendance and effort. We could tie it to a scholarship program.



8:20 p.m. ACCEPTANCE OF LEGISLATION: School Bus Camera Enforcement Systems (P. Schlichtman)

Summary:

- Possible Motion
- Want Safety Cameras On Your Kids' School Buses? Here's How to Get Them
- Session Law Acts of 2024 Chapter 399

ATTACHMENTS:

<i>_</i>	1701111	LINTO.	
	Туре	File Name	Description Want Safety Cameras On Your
ם	Backup Material	Want_Safety_Cameras_On_Your_KidsSchool_BusesHere_s_How_to_Get_ThemI_Streetsblog_Massachusetts.pdf	Kids' School Buses? Here's How to Get Them
ם	Backup Material	Session_LawActs_of_2024_Chapter_399.pdf	Session Law - Acts of 2024 Chapter 399
D	Motion	Motion_updated.pdf	Motion updated

STREETS**BLOG**





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Want Safety Cameras On Your Kids' School Buses? Here's How to Get Them

School districts can now use bus-mounted cameras to issue fines against drivers who illegally pass stopped buses – but cities, towns, and school districts still need to adopt the law at the local level.

By Christian MilNeil

1:33 PM EST on January 22, 2025



Massachusetts law now allows school districts to install <u>bus-mounted</u> <u>cameras</u> to issue fines against drivers who threaten kids near stopped school buses – now it's up to cities and towns need to formally adopt the new law to start using the new technology.

City Councils in Peabody and Salem are already making moves to do so – and they're offering an example of how other cities and towns across the Commonwealth can follow their lead.

"The ultimate goal is to change the behavior," Maria Scheri, a local parent and safety advocate, told StreetsblogMASS. "Peabody has been really instrumental in getting this law passed – the mayor, the police, our safety task force that we started – our leaders have really stepped up."

Recommended

Thousands of Drivers Caught On Camera Passing Stopped School Buses In Peabody

Meghan Volcy

May 30, 2024



First: contact your city or town council

The <u>newly-signed law</u>, now known as <u>Chapter 399 of the Acts of 2024</u>, stipulates that "A city or town that accepts this section may install and operate a school bus violation detection monitoring system on a school bus to enforce violations."

That means that it will be up to local governments to decide whether they want to install the new school bus camera enforcement systems.

In Salem, the City Council could adopt the new law this week.

A proposed order on the city's Jan. 23 City Council agenda reads:

"ORDERED: That the City of Salem hereby accepts Chapter 339 (sic) of the Massachusetts Acts of 2024 enabling the city to install and operate a school bus violation detection monitoring system on a school bus to enforce violations pursuant to sections 14 and 14C of Massachusetts General Law Chapter 90. Any system put in place shall be limited to monitoring and detecting violations of motor vehicle operators who fail to stop for a school bus."

<u>Following in the footsteps of Peabody</u>, Salem installed cameras on some of its school buses at the beginning of the current school year.

Between the first day of school and December's winter break, Salem's bus cameras recorded <u>3,371 suspected violations</u> where drivers appear to have illegally passed a stopped bus.

"The data from Salem and Peabody's pilot programs truly demonstrated the need for additional tools for enforcing traffic safety laws," Salem Mayor Dominick Pangallo said in a statement. "Here in Salem we take the safety of our kids very seriously, and plan to utilize this new enforcement mechanism to better protect them – and all road users."

In Peabody, Mayor Ted Bettencourt told StreetsblogMASS that he intends to introduce a similar order in his own City Council next month.

"Peabody is very proud to have been <u>a lead community</u> in advocating for the school bus arm enforcement legislation, an action that I strongly believe will help cure dangerous driving and ultimately save lives. I will be moving forward with requesting the required city approvals to begin installation, implementation and enforcement as quickly as we can," Mayor Bettencourt wrote in an email.

Next: buy some cameras

Salem and Peabody also have a bit of a head-start over other municipalities because their buses already have some cameras installed, from a company called BusPatrol.

"BusPatrol is the top provider of this service, with around 35,000 buses across 18 states, about 90 percent of the market, so we expect to be growing our presence in Massachusetts," Steve Randazzo, the Chief Growth Officer of BusPatrol America, told StreetsblogMASS earlier this month.

After adopting the new law locally, cities and towns, along with their respective school boards, will need to decide how many cameras to buy, and from whom

to buy them, in a regulated, competitive procurement process.

"We would hope to be selected as a vendor," said Randazzo. "And then the school board also has to approve the arrangement as well. There's still a lot of collaboration to be had with cities and towns and school boards."

StreetsblogMASS aims to track other cities and towns around the commonwealth that adopt the new law. Let us know in the comment section below if your city or town council is making moves to do so.





Christian MilNeil

Read More: AUTOMATED ENFORCEMENT, PEABODY, SALEM, SCHOOL BUSES



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Email	SIGN UP
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Comments

Acts (2024)

Chapter 399

AN ACT CONCERNING THE SAFETY OF SCHOOL CHILDREN EMBARKING AND DISEMBARKING SCHOOL BUSES

Whereas, The deferred operation of this act would tend to defeat its purpose, which is to safeguard student safety, therefore it is hereby declared to be an emergency law, necessary for the immediate preservation of the public safety.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

SECTION 1. Chapter 40 of the General Laws is hereby amended by adding the following section:-

Section 71. (a) As used in this section, the following words shall, unless the context clearly requires otherwise, have the following meanings:

"District", as defined in section 2 of chapter 70.

"School bus violation detection monitoring system" or "system", as defined in section 14C of chapter 90.

"Violation", as defined in section 14C of chapter 90.

(b) A city or town that accepts this section may install and operate a school bus violation detection monitoring system on a school bus to enforce violations pursuant to sections 14 and 14C of chapter 90. Any

such system shall be used solely to monitor and detect violations of motor vehicle operators who overtake or fail to stop for a school bus in violation of said section 14 of said chapter 90.

- (c)(1) A city or town that accepts this section may enter into an agreement with a private vendor or manufacturer to provide a school bus violation detection monitoring system, including the installation, operation and maintenance of such systems, on each bus within its fleet whether the school bus is owned or leased.
- (2) Any money paid to the manufacturer or vendor of a school bus violation detection monitoring system, including, but not limited to, equipment, shall be based upon the value of the system and equipment installed and the recurring services provided in support of the school bus violation detection monitoring system, including the processing of evidence files, cost of the technology provided and maintenance of such technology, and shall not be based upon the revenue generated by the use of the system.
- (3) An agreement to provide a school bus violation detection monitoring system under this section shall only become effective after consent by the applicable district, through a vote of a majority of its governing school committee.
- SECTION 2. Chapter 90 of the General Laws is hereby amended by inserting after section 14B the following 3 sections:-
- Section 14C. (a) As used in this section and sections 14D and 14E, the following words shall, unless the context clearly requires otherwise, have the following meanings:

"District", as defined in section 2 of chapter 70.

"School bus violation detection monitoring system" or "system", a camera system that monitors and detects a motor vehicle overtaking or

passing a school bus when the bus is stopped and displaying front and rear alternating flashing red signal lights, as provided in section 7B, when the bus has been stopped to allow pupils to alight from or board the bus. A school bus violation detection monitoring system shall meet the requirements described in subsection (c).

"Stop arm traffic control sign", a stop sign mounted on a mechanical arm installed on a school bus that is deployed when a school bus is stopped to allow pupils to alight from or board the bus and to notify motorists when they are required to stop and when they may proceed.

"Violation", the failure of an operator of a motor vehicle to comply with section 14 and any other laws, codes, regulations, by-laws, ordinances, rules or requirements governing traffic control for school buses stopped to allow pupils to alight from or board the bus.

- (b)(1) A city or town that accepts section 71 of chapter 40 may install and operate a school bus violation detection monitoring system on a school bus to enforce violations by an operator of a motor vehicle who overtakes or fails to stop their vehicle for a school bus when required to do so pursuant to section 14.
- (2) A school bus with a school bus violation detection monitoring system shall post signage indicating that such system is in use on such bus. The signage shall remain on each such school bus at all times while a school bus violation detection monitoring system is in operation.
- (c)(1) All systems installed on a school bus shall produce an evidence file that includes: (i) a live visual video image viewable remotely; (ii) a recorded video image of the license plate of a vehicle committing a violation of the stop arm traffic control sign; and (iii) the

capacity to record the date, time and location of the vehicle committing a violation of the stop arm traffic control sign; provided, however, that all recordings in an evidence file under this section shall be destroyed in accordance with paragraph (2) of subsection (d) as applicable.

- (2) A system's recorded video images and still photographic images shall record the rear of the motor vehicle with at least: (i) 1 photographic image and 1 recorded video image clearly recording the motor vehicle immediately before the violation of the stop arm traffic control sign; (ii) 1 photographic image and 1 recorded video image recording the motor vehicle passing the stopped school bus with the stop arm traffic control sign in violation of the stop arm traffic control sign; and (iii) 1 photographic image and 1 recorded video image that clearly identify the license plate of the motor vehicle; provided, however, that all recordings in an evidence file under this section shall be destroyed in accordance with paragraph (2) of subsection (d) as applicable.
- (3) To the extent practicable, any school bus violation detection monitoring system shall use necessary technology to ensure that photographs or recorded video images produced by the school bus violation detection monitoring system shall not include a frontal view photograph or video image of the motor vehicle that is in violation of the stop arm traffic control sign or images that identify the operator, passengers or contents of the vehicle; provided, however, that no notice of liability issued under this section shall be dismissed solely because a photograph or recorded video image allow for the identification of the operator, passengers or contents of a vehicle if a reasonable effort has been made to comply with this subsection.

- (d)(1) Other than for purposes of enforcement of a violation of this section or section 14 or for purposes of an owner of a vehicle defending a violation of this section, recorded video images and photographs taken or created under this section shall only be made available under an order by a court of competent jurisdiction.
- (2) All recorded video and photographic images and other information obtained through the use of a school bus violation detection monitoring system, as authorized in this section, that do not identify a violation shall be destroyed by a city, town, school department, district or vendor within 30 days of the date the image was recorded, unless otherwise ordered by a court of competent jurisdiction. All recorded video and photographic images and other information that identify a violation shall be destroyed within 1 year of the final disposition of proceedings related to the enforcement or defense of a violation, unless otherwise ordered by a court of competent jurisdiction. Annually, within 30 days of the close of the fiscal year, each city, town, school department, district and vendor under agreement utilizing at least 1 school bus violation detection monitoring systems shall file a notice attested under penalties of perjury with the state secretary that records have been destroyed in accordance with this paragraph. All recorded video and photographic images and other information, however stored or retained, obtained through systems authorized in this section shall be the property of the municipality under agreement with a vendor or manufacturer under section 71 of chapter 40 and shall not be used by a vendor or manufacturer for any other purpose. Upon the expiration of any agreement authorized under this section, all such video and photographic images and other information shall be delivered within

- 30 days to the municipality who is a party to the agreement unless otherwise ordered by a court of competent jurisdiction.
- (3) The administrator of the school bus violation detection monitoring system within any city, town or district accepting this section shall submit an annual report to the Massachusetts Department of Transportation regarding the use and operation of each system. The report shall contain: (i) data on the number of citations issued under this section, organized by intersection, and of those citations shall detail: (A) the number of alleged violators who paid the applicable fine without a request for a hearing; (B) the number of violators found responsible after a hearing; and (C) the number of violations dismissed after a hearing; and (ii) the cost to maintain each system and the amount of revenue obtained from each system.

Section 14D. (a)(1) An evidence file of an alleged violation under section 14C shall be forwarded to a law enforcement officer in the jurisdiction who is trained to observe and detect a violation of section 14

- (2) A law enforcement officer, or law enforcement officer's approved technician, shall review the video images and determine whether a violation occurred.
- (3) The officer shall issue a citation if satisfied that a violation of section 14 was committed and the vehicle committing the violation can be identified from its registration plate.
- (b) A certificate, or a facsimile thereof, sworn to or affirmed by a police officer or other law enforcement officer authorized to issue motor vehicle citations for violations of traffic laws stating that based upon inspection of the evidence file produced by a school bus violation detection monitoring system the vehicle was in violation of

section 14 shall be prima facie evidence of the facts contained therein.

(c) Any recorded video images or still photographic images produced by a school bus violation detection monitoring system evidencing a violation of section 14 shall be available for inspection in any proceeding to adjudicate the liability for the violation adopted under this section.

Section 14E. (a) In all actions of civil traffic violations based on evidence obtained from a school bus violation detection monitoring system under section 14C, the registered owner of the motor vehicle shall be primarily responsible except as otherwise provided in this section.

- (b) If the registered owner of a vehicle operated in violation of section 14 was not the operator of the vehicle at the time of the violation, the registered owner of the vehicle shall: (i) assume liability for the violation by paying the fine; (ii) upon written receipt of the citation, provide the issuing authority within 30 days of the date of issuance of the citation with the name, address and registration plate number of the operator of the vehicle who was responsible along with a signed affidavit acknowledging such information and attesting to its veracity; or (iii) defend the violation pursuant to the procedures established for traffic violations under this chapter.
- (c) A corporation that owns or leases a vehicle identified as being in violation of section 14 by a school bus violation detection monitoring system under this section shall be primarily responsible for such violation even if a person who normally operates the vehicle for the corporation denies that such person was operating the vehicle at the time of the violation; provided, that no violation entry shall be made on the person's driving record.

- (d)(1) A penalty imposed for a violation of this section shall not be considered a criminal conviction and shall not be considered a moving violation of the motor vehicle laws for the purpose of determining surcharges on motor vehicle premiums pursuant to section 113B of chapter 175; provided, however, that the violation shall be noted on the registered owner or operator's driving record.
- (2) The fines pursuant to section 14 for a failure to stop for a school bus shall apply to a violation of said section 14 whether the violation is detected through the use of a school bus violation detection monitoring system or by a police officer on scene who issues a written citation to the operator of the motor vehicle. Pursuant to section 2 of chapter 280, all fines imposed for a violation of section 14 that is detected by a school bus violation detection monitoring system or by a police officer at the scene who cites the operator in hand shall be paid to the treasury of the city or town where the offense was committed.
- (e) Upon the determination of a violation through the use of a school bus violation detection monitoring system, the chief of police of the city or town, or any designee of the chief, shall issue the owner of the vehicle a citation pursuant to chapter 90C.

Approved, January 10, 2025.

Motion: The Arlington School Committee requests the insertion of an article into the 2025 Annual Town Meeting, pertaining to authorizing the use of school bus camera enforcement systems, as follows:

ACCEPTANCE OF LEGISLATION: School Bus Camera Enforcement Systems
To see if the Town will vote to accept the provisions of Chapter 399 of the Acts of 2024,
or any other applicable laws, to permit the installation, operation, and maintenance of
school bus violation detection monitoring systems on school buses, or take any action
related thereto.



8:30 p.m. Executive Session (P. Schlichtman)

Summary:

- To conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel;
- To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares;
- AAA and/or AEA Unit C Negotiation Discussions.



8:30 p.m. Adjournment (P. Schlichtman)



Submitted by P. Schlichtman



Correspondence Received (P. Schlichtman)

Summary:

- Email to School Committee from K. Kose, RE: Formal complaint regarding Superintendent conduct and administrative practices in Arlington School District, January 7, 2025
- Email to School Committee from M. Arbaje-Thomas, RE: Milly's Mid-Week METCO Message January 9, 2025
- Email to School Committee from MASC, An Important Legal Update on Title IX January 10, 2025
- Email to School Committee from M. Merkulova, RE: buses for the student transportation to Science Olympiad Tournaments, January 13, 2025
- Email to School Committee from K. Allison-Ampe, RE: The pipelines are drying up: why teacher salaries are catastrophic for the profession, January 14, 2025
- From League of Women Voters to School Committee, January, 2025 Bulletin, January 15, 2025
- Email to School Committee from M. Arbaje-Thomas, RE: Milly's Mid-Week METCO Message January 16, 2025
- Email to School Committee from J. Miller, RE: Group letter regarding Arlington Schools Technology Policies and Procedures, January 17, 2025
- Email to School Committee from MASC, RE: Learning Lunch: Using Data to Inform DEIB, January 23, 2025

ATTACHMENTS:

	Туре	File Name	Description
D	Correspondence	Milly_s_Mid-Week_METCO_MessageJanuary_92025.pdf	Milly's Mid- Week METCO Message - January 9, 2025
D	Correspondence	An_Important_Legal_Update_on_Title_IX.pdf	An Important Legal Update on Title IX
ם	Correspondence	Buses_for_the_student_transportation_to_Science_Olympiad_Tournamentspdf	Buses for the student transportation to Science Olympiad Tournaments_
ם	Correspondence	Teacher_pay_is_devastating_to_the_professionWhat_can_be_donepdf	Teacher pay is devastating to the profession. What can be done_
D	Correspondence	LMVBulletinJanuary_2025.pdf	LMV - Bulletin, January 2025
ם	Correspondence	Group_letter_regarding_Arlington_Schools_Technology_Policies_and_Procedures.pdf	Technology Policies and Procedures
В	Correspondence		Milly's Mid- Week

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METCO Message Learning Lunch_ Using Data to Inform DEIB



Milly's Mid-Week METCO Message - January 9, 2025

1 message

Milly Arbaje-Thomas <metco@metcohq.ccsend.com> Reply-To: metcohq@metcoinc.org To: ediggins@arlington.k12.ma.us Thu, Jan 9, 2025 at 4:33 PM



Milly's Mid-Week METCO Message January 9, 2025

Happy New Year!

Happy New Year to all the dedicated educators involved in school integration work! Your commitment to fostering inclusive, diverse, and equitable learning environments is inspiring and crucial to shaping a brighter future for all students.

As we step into this new year, may your efforts continue to spark positive change and create opportunities for every child to thrive. Here's to a year filled with growth, collaboration, and the powerful impact you make in the lives of those you serve!

Jean McGuire and Michael Bivins honored at Museum of African American History's Living Legends Gala 2024







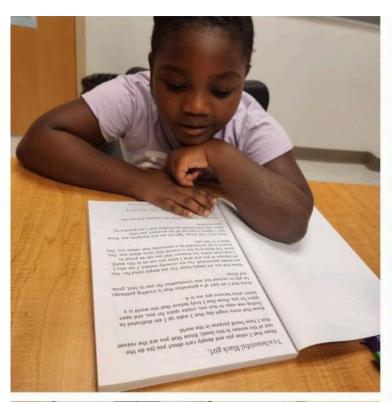


At the Museum of African American History's Living Legends Gala, two METCO figures were honored: longtime Executive Director Jean McGuire and Belmont alum Michael Bivins, a renowned musician, producer, and philanthropist. The prestigious Living Legends Award celebrates those with outstanding lifetime contributions to civil and human rights, continuing a legacy that has previously honored figures like Frederick Douglass and William Lloyd Garrison.

Hosted by actor/comedian **Anthony Anderson**, the event brought together METCO staff, board members, directors, and alumni to support our awardees. In her speech, McGuire inspired all to continue advocating for freedom, emphasizing the importance of speaking up, voting, and standing for justice. She continued to remind us that "freedom is not free."

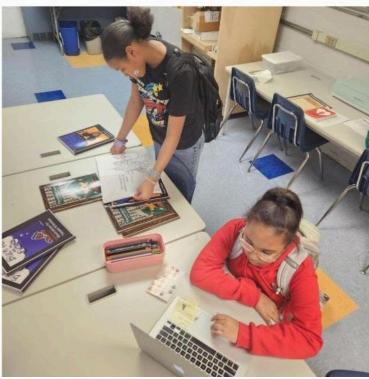
Additionally, METCO families now have access to the Museum's rich history as part of the city's free museum program, offering a valuable resource right in their community.

Concord Students Find Connections in Books









With the leadership of Latoya Ogunbona, LCSW, School Adjustment Coordinator, the Concord METCO Program was awarded a grant by the Concord Education Fund, providing K-8 METCO students with culturally

representative coloring books. In partnership with **The Creative Representation Empire** and its founder, **Naomi Winston**, the initiative celebrates students' cultural heritage, skin tones, hair textures, and traditions. These coloring books not only foster pride in identity but also inspire students by showcasing diverse career paths and possibilities for the future. This powerful representation builds confidence and a sense of belonging. When children see characters in books that look like them, it tells them that they matter and their story matters.

Students shared:

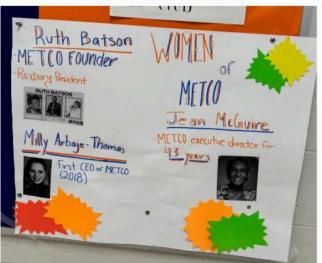
"Their hair looks just like me!"

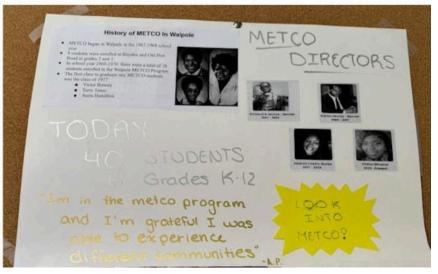
"They are super strong like me!"

Walpole Students Spread METCO Knowledge









Students at Walpole High School are making a powerful impact through the Multicultural Alliance, a group dedicated to raising awareness about the district's METCO program. Their efforts include creating informative posters and sharing key facts during morning announcements, fostering a deeper understanding of METCO's importance. In one announcement, students reflected on their METCO experiences, using words like "impactful," "life-changing," and "integrated" to describe the program's positive influence on their lives.

Through these actions, the Multicultural Alliance is helping build a stronger, more inclusive school community.

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An Important Legal Update on Title IX

MASC General Counsel <gkoocher@masc.org>
Reply-To: MASC General Counsel <gkoocher@masc.org>
To: ediggins@arlington.k12.ma.us

Fri, Jan 10, 2025 at 5:03 PM



Title IX Update: Policy Implications

Federal Judge Vacates Recent Change to Title IX Regulations

On Thursday, January 9th Judge Danny C. Reeves, Chief Judge of the United States District Court Eastern District of Kentucky, vacated the recently enacted Title IX regulations that went into effect on August 1, 2024 which incorporated gender identity into the federal definition of sex-based discrimination. Judge Reeves' order applies nationally and was issued in the matter of Tennessee, et al., Plaintiffs, v. Miguel Cardona, In His Official Capacity As Secretary Of Education, et al., Defendants. Civil Action No. 2: 24-072-DCR. The Judge found that the 2024 "Final Rule" and the amended regulations were vague and overbroad as well as arbitrary and capricious and thus Unconstitutional.

The decision does not overturn Title IX; discrimination on the basis of sex is still prohibited under Title IX. Districts will need to be in compliance with the regulations that were in effect prior to August 1, 2024 and will likely need to revert to their previous Title IX policies and procedures assuming that they were in line with the preexisting regulations.

Districts are encouraged to coordinate with their own legal counsel to make sure your specific individual needs are met.

The decision does not limit the ability of any school to adopt or follow its own policies, or otherwise comply with applicable state or local laws or rules regarding the subjects addressed herein. Discrimination based upon sexual orientation and gender identity is already prohibited under MA law (See in part M.G.L. c. 76, § 5 and M.G.L. c. 151B, §§ 3 & 4) and Districts are still required to be in compliance with MA law.

MASC will be reviewing and revising our model policies as may be required. We will continue to monitor the situation and anticipate offering an educational program in the next few months to address the most recent decision and any future developments. As always, please do not hesitate to contact us with any questions, comments, or observations.

Patrick Francomano, Esq.

MASC General Counsel

pfrancomano@masc.org

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School Committee / buses for the student transportation to Science Olympiad Tournaments?

Maria Merkulova <maria.merkulova27@gmail.com>

Mon, Jan 13, 2025 at 1:50 PM

To: Elizabeth Diggins <ediggins@arlington.k12.ma.us>

Dear School Committee Members,

I am inquiring if it is possible to find/allocate funding for the buses for the student transportation to Science Olympiad Tournaments. Right now there are no buses. For the Science Olympiad Tournament on February 8th, 2025 at Brown University, Providence, Rhode Island, the plan is that the parents would drive there with 3 kids per car. My daughter told me that there are 30 kids from Arlington High School going to this tournament, so around 10 cars are required to drive the kids. It seems like the bus would be a much better option. There are buses for various sports events, it would be nice to have them for Science Olympiads too.

Thank you for your time and consideration, Maria Merkulova

THE BIG IDEA

The pipelines are drying up': Why teacher salaries are catastrophic for the profession

By Kara Miller Globe Correspondent, Updated January 14, 2025, 5:52 a.m.



Olivia Chi, a former elementary school teacher, is an assistant professor at Boston University's Wheelock College of Education and Human Development. She says we must consider ways to shore up the industry, including restructuring teacher pay. SUZANNE KREITER/GLOBE STAFF

If you were a college-educated woman in 1960 and wanted a job, there weren't a lot of options. Few law firms — or law schools — would have you. Same with medical schools and business schools.

So most educated women made one of three choices. They became teachers, nurses, or clerical workers. And if you went into teaching, says economist Sylvia Allegretto, you earned a premium — about 15 percent— over other college-educated women.

It was a smart, rewarding vocation, and for a long time, education attracted great female teachers because, frankly, what else were you going to do?

But over time, the economic rationale for becoming a teacher has collapsed. In a recent report for the Economic Policy Institute and the Center for Economic and Policy Research, Allegretto — a senior economist at CEPR — finds that a profession that once offered women a 15 percent pay premium now punishes them with a 21 percent pay penalty. That means, compared to what other college-educated women are making, female teachers earn about 79 cents on the dollar.

And the penalty for male teachers is even worse. Since college-educated men tend to make more than college-educated women, becoming a teacher imposes a 36 percent pay penalty on a man, which is likely why three-quarters of teachers are women.

The dearth of male teachers can have consequences. In a country where boys have fallen behind girls academically, "it

helps to have men in the classroom," says Michael Zilles, president of the Newton Teachers Association and a longtime Spanish and English teacher. "I've seen it. [And] it helps to have people of color."

But that's not how things are going.

"The pipelines are drying up," says Allegretto. "If you're a kid in college today ... you're saying: "If I become a teacher, what is this trend going to look like next year, or in three years or five years from now?"

In Arlington, for example, a new teacher with both a bachelor's degree and a master's degree would have made \$59,210 during the 2023-2024 school year. That's more than \$22,000 below the per capita income in Arlington, making it difficult to buy a house (in a town whose median sale price is nearing a million dollars).



A view of Stratton Elementary School in Arlington. In Arlington, a new teacher with both a bachelor's degree and a master's degree would have made \$59,210 during the 2023-2024 school year, more than \$22,000 below the per capita income in Arlington. DAVID L. RYAN/GLOBE STAFF

Though salaries vary widely across districts and experience levels, salaries for young teachers tend to be particularly low, meaning that even highly educated people — with considerable subject knowledge and, often, sizable student loans — have to spend years working their way up the pay scale.

In Massachusetts, Allegretto finds, the pay penalty for teaching versus other white-collar professions — about 20 percent — is slightly less than the national average. In New Hampshire, it's far worse, at nearly 32 percent. Rhode Island, by contrast, has

one of the smallest penalties in the nation for teachers — 10 percent — behind only Wyoming (9 percent).

Of course, teachers tend to receive a very different set of benefits than other college-educated workers. They frequently get more robust health care coverage and retirement plans, as well as more days (and summers) off. But, Allegretto says, even adjusting for that, the pay penalty for teaching is still yawning: nearly 17 percent nationwide. (Plus, she argues that teachers' much-heralded benefit of more days off comes with a notable downside: You have essentially no control over when to take vacation.)

"The attractiveness and decline in prestige is concerning for the profession," says Olivia Chi, an assistant professor at Boston University's Wheelock College of Education and Human Development.

Chi, a former elementary school teacher in Connecticut, says we need to think about structural ways to shore up the industry.

That includes making sure teachers feel supported and ensuring that people respect teaching as an occupation.

But the last 15 years have proved catastrophic for teaching, when it comes to both societal and economic value. In a 2024 paper, Matthew Kraft, an associate professor of education at Brown, and Melissa Arnold Lyon, an assistant professor of public administration and policy at the University of Albany, found that "the overall wellbeing of the teaching profession today is at or near historically low levels."

Research shows that <u>a majority of parents</u> do not want their children to pursue teaching. In a 2022 survey, just 18 percent of adults surveyed said they were "likely to encourage their child or another younger person to become a K-12 teacher," according to Kraft and Lyon. Not surprisingly, among high school seniors and college freshmen, interest in teaching has shrunk by nearly half since the 1990s. And the number of people seeking a teaching license has cratered since 2006.

Increasingly, schools must now seek alternative ways of staffing classrooms. A <u>recent study</u> finds that New Hampshire ranks first in the nation for its proportion of "underqualified teachers" — defined as a "teacher who is not fully certified by the respective state's standards, or certified but in a subject area

other than the respective teaching assignment." Massachusetts ranks fifth.

"There are so many colleges with teacher-training programs that are drying up," says Eric Salmonsen, who has spent most of his career teaching high school social studies in New Hampshire. Salmonsen thinks it's especially important that senior teachers mentor younger teachers, helping convey the significance and joy of teaching.

But he acknowledges that — even apart from money — the flexible, post-COVID schedules that have remade many professions have not remade teaching. For the foreseeable future, it's likely to remain a fully in-person job that starts early in the morning.



Buses were seen next to Sumner Elementary School in Roslindale before classes in September. PAT GREENHOUSE/GLOBE STAFF

Multiple experts expressed concern about the fact that teachers in math, science, and computer science are generally paid the same amount as teachers in other subjects, which can lead to shortages in STEM offerings. "The reality is that if you have high technical abilities, there is likely a job [outside teaching] where you have not only higher wages but higher growth potential," says Kraft.

And inadequately staffing schools in math and science further exacerbates social inequities. As <u>research</u> by Boston University

and Harvard has shown, for-profit educational centers — such as Kumon and Mathnasium — have boomed in wealthy suburbs over the past 25 years. Such centers frequently offer rigorous math classes for students whose parents can pay to strengthen their abilities.

Recent data underscore these inequities. The Trends in International Mathematics and Science Study (TIMSS), released in early December, showed American children struggling in math compared to those in other wealthy nations. American fourth- and eighth-graders scored lower than they had in 2019. And the gap in math scores between the highest-and lowest-scoring American fourth-graders was enormous — one of the biggest in the world.

"We have a huge body of evidence that convincingly shows that teachers have large impacts on students' academic and life outcomes," Kraft told me. "We need to make it appealing to a broader group of individuals who bring with them the very best abilities. So we don't just set the bar at staffing every classroom."

In Zilles' view, there's a serious problem with the way we fund education in America. Currently, about half of funding comes from local governments, and much of the rest comes from state governments, with the federal government providing little support. That means wealthier schools tend to be better funded — and they can raise additional, voluntary pools of money. "Municipalities just fend for themselves," Zilles notes. "There is no incentive to think about the profession's needs."

So what's the fix? In the long term, Allegretto argues that boosting teacher pay is a matter of political will. Kraft believes we shouldn't rely so heavily on local municipalities, noting that efforts "to meaningfully raise teacher compensation in a sustained way will require substantial investments at the state level," which could, in turn, be aided by federal incentives.

In the short term, says Chi, we could consider boosting pay for teachers in hard-to-staff subjects like math, science, and special education. Plus, she says, we could frontload the pay bumps that teachers tend to get later in their careers. Zilles notes that he will retire in a few years, and he worries about what's ahead for teaching. "I just pull my hair out," he says.

Follow Kara Miller @karaemiller.

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284 Comments

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Middleground

1/14/25 - 6:17AM

Why not have merit pay so that we could reward our best teachers?

You know the answer.



Do we? What is the answer??



rscobb8142

1/14/25 - 6:56AM

MTA

Show all 19 replies



Artie Beagleman

1/14/25 - 6:27AM

Why exactly do you think it's an issue that the entry level salary for Arlington's teachers is lower than the town's average income? Entry level salaries are below average in every profession.



SteveDH

1/14/25 - 6:46AM

Boo hoo. The new teacher in Arlington can't purchase a house in Arlington on his/her first day on the job. (Where does it say that a teacher must live in the municipality?)



What-Eva

1/14/25 - 7:04AM

They get 16 vacation weeks a year. Supplement their salary with another job like most men did in the 60's. They have plenty of time.

Show all 15 replies



barbarasmith

1/14/25 - 6:32AM

How is merit pay determined? Teachers will fight to avoid the struggling students, students with disabilities, ESL students, hungry and unsheltered who won't score as well...

The solution is higher pay, respect, safety and reasonable class size and supports That is as likely to happen as is universal health care, mental health services and ending poverty. This is America- and a rapist, convicted felon was elected... that is our reality...

What-Eva 1/14/25 - 7:04AM



Who is going to pay for that?

Kennystabler 1/14/25 - 7:12AM



What a tired old canard. Judging/ranking employees is difficult in any industry or profession. There is always some art along with the science. And yes it is certainly possible to construct an evaluation process that takes into account who is being taught by whom so that the teacher teaching the advanced students doesnt get evaluated on the same scale as someone teaching ESL or learning disabled kids. These type of adjustments are done everywhere. The only reason not to evaluate, and reward, success is it dilutes the power of the UNION. In my community the most universally disliked teacher by parents and kids alike is the most highly compensated for one reason - SENIORITY. The more enthusiastic, engaged teachers that are loved by parents and kids dont make nearly as much. Does that make any sense? Of course it doesnt. The only people it makes sense to are Max Page and his fellow union stooges.

Show all 6 replies





The salary scale should be reversed with the teachers educating the young students making the most. They are tasks with developing young minds and laying the educational foundation.



newsyoucanuse

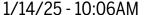
1/14/25 - 8:42AM

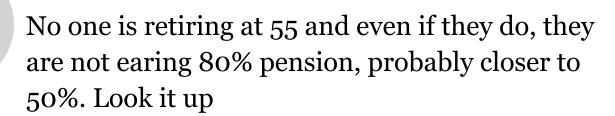
The teachers I know say that teaching today is really just trying to herd cats. They have little to no control, the principals just pander to the loudest parents, and the kids just talk back with no consequences.

Teaching, in and of itself, does pay a decent salary once you are established. In many Eastern Mass. cities and towns, after ten years they are making low 100K salaries and can retire at 55 with an 80% pension and health care.

So, the issue is the first paragraph, not the second.







Show all 5 replies



Has there ever been a time when teachers weren't whining about compensation? They knew what the profession pays when they chose to major in education in college. My town has high school teachers who are paid well into the six figures. I'm not arguing they don't deserve it, but hard to take seriously any claims of poverty from this cohort. The yardstick to measure fair and competitive wages is not the price of eggs or a home, the yardstick is what everyone else is earning by way of comparison.



Radio Free Joe

1/14/25 - 6:53AM

>> Has there ever been a time when teachers weren't whining about compensation?

Yes—back in the 60s and 70s. That's stated in the first paragraphs of the article. But since that obvious fact contradicts the anti-teacher narrative you want to spout, you ignore it.



Newsposse

1/14/25 - 6:59AM

Did you read the article? Teachers used to make more money relative to other professions, now they make less - hence the profession is less appealing. Try to keep up.

Show all 9 replies



erdoctor

1/14/25 - 6:44AM

Gotta look at the lifetime compensation for a career teacher. Retire years before workers in the private sector with a lifetime, inflation adjusted pension and other retirement benefits including health insurance that the rest of us don't receive.



The issue is that the benefits are weighted toward retirement.



Newsposse

tsynchronous

1/14/25 - 7:02AM

Where's your data that teachers are able to retire years before others? The way the formulas work, most teachers will need to work into their mid6os to earn their full retirement benefit.

Show all 15 replies



GB0808 1/14/25 - 6:44AM

It is not just about salary and people need to recognize the larger themes here as there is a problem and it is not going away. Parents discourage their children from being teachers, men and people of color in particular are avoiding the profession, fewer and fewer students are attending college to become teachers, and so forth. Parents can be a living hell for teachers as they blame the school and

the teacher for their own children's struggles, no matter what the cause, and the desire to mainstream every child takes valuable time away from teachers and students alike. If you ask me, teaching is an amazingly important job, yet it is constantly ridiculed and demeaned by a clueless population of people who believe it is a total walk in the park. It is anything but a walk in the park.



Tree Farmer

1/14/25 - 6:51AM

I disagree. GB. While teaching is important, yes, it is NO MORE SO than hundreds of other jobs out there. And I think THAT is a problem with perception.... we've put teachers on this pedestal (remember when they were calling teachers 'front line' workers during Covid? until the unions shut the schools down, that it), but why? (Meaning, why do we put them on a pedestal?) Why are they more valuable than (for instance) the people who pick up your trash each week? The people pumping (or fixing) your septic system? The truckers moving our food?

I don't believe teaching is 'easy', but, ehh, come on... is it so much HARDER than other jobs?

My wife's job in technology is hard as heck, requires travel/dealing with airports, getting up a 3am to make flights, doing stressful presentations in front of hundreds of people, meeting sales targets, continuing training to 'keep up' with technology. I'd argue her job is probably harder than most teaching jobs, due to the 12 months of 50+ hour weeks, the neverending 'no end of the year to have 2 months off' mentality.

While teaching may not be a walk in the park, it's not harder than most other jobs. And THAT, IMO, is the reason a lot of folks are starting to resent the 'teachers are heros' mantra.



Newsposse 1/14/25 - 7:05AM

@treefarmer: yes, it is more important than other jobs, because educating children is critical to the long-term health of our economy and society. And yes, it's harder than other jobs, at least in the early grades, because the demands from parents, administrators, and the state (in terms of testing and accommodations that must be fulfilled but aren't funded) are overwhelming.



Tree Farmer 1/14/25 - 6:45AM

"(Plus, she argues that teachers' much-heralded benefit of more days off comes with a notable downside: You have essentially no control over when to take vacation.)"

Not feeling a lot of sympathy on this. Most of us have to adapt our vacation plans for work-related issues/deadlines, so this is no different than anyone else. Except, of course, Teachers get 2 months + off in the summer.

In any event... while there are a host of articles in the Globe that lament the state of teaching, or teachers salaries, or whatever (at least the Globe did not support the MCAS nonsense the MTA was able to pass), there will always be those who prefer the family-friendly lifestyle of teaching. All the same vacations as your kids and plenty of time off in the summer (the best part of the year for this). You can't really have your cake and eat it too.... I know of no other profession giving the summer off, and if you can make the finances work (eg, in a dual-income

home, as MOST of us do anyway), well, heck, this is a pretty darn good gig.



tsynchronous

1/14/25 - 6:55AM

"(Plus, she argues that teachers' much-heralded benefit of more days off comes with a notable downside: You have essentially no control over when to take a vacation.)"

As a small business owner - I've only been able to take an entire two weeks off - twice in twenty years - my doctor friend just took his first 2 week vacation in twenty years.



Augie85

1/14/25 - 8:09AM

Why go to college for 6 years to become a teacher and make 60 grand a year, when you can take an on line course and become a cop and make \$300,000?

Show all 7 replies



A large portion of the citizenry have abandoned the social contract, an 'ideology of me' has supplanted the traditional 'rights and responsibilities' balance critical for successful democracy. Self-absorbed vandals have successfully undermined our collective ethos, a mindset that sees those who serve, whether it's in the classroom or elsewhere, as undeserving suckers. Not sure how we wake up and recenter, but we must.



KhalifP

1/14/25 - 9:36AM

Nailed it.



jrb123 1/14/25 - 11:47AM

Until a better system for guaranteeing teachers better pay the shortages of highly competent personnel will continue. I speak from experience in negotiating contracts for 25 years in a district south of Boston.

It's always the strictures of Prop 2 1/2 that limit

resources. As long as that law remains as is - with actual property taxes resting at 1.5 to 1 percent of assessed valuation- teachers will never catch up.

So, politicians need to really address funding. And don't implement some merit pay scheme which will embitter veteran teachers who are the ones - not principals - who train and support the rookies. I had a great mentor in my junior high days and I became one as a teacher and department head in my high school days,

As to the "boy" problem", we need more male elementary teachers. At least several male classroom teachers per building. Why? The "Boys will be boys" nonsense needs to end and strong male role models would help!

Altair Blue 1/14/25 - 6:52AM

"Every age has its own fascism. There are many ways of reaching this point, and not just through the terror of police intimidation, but by denying and distorting information, by undermining systems of justice, by paralyzing the education system, and by

spreading in a myriad subtle ways nostalgia for a world where order reigned."

- Primo Levi, (1919 - 1987), in an essay, "A Past We Thought Would Never Return," (Un passato che credevamo non dovesse tornare più), published in the Milan newspaper, Corriere della Sera, May 8, 1974

The radical right has been on a 60+ year quest to paralyze the education system.

And they are winning.

This comment has been blocked.



The right wants to privatize, while the left is thoroughly killing what remains.



Thomas1956 1/14/25 - 6:53AM

Money is not the only issue here. Having to deal with parents who often refuse to believe that their little angel is actually a misbehaved little jerk or that their child got caught cheating (hello Hingham knucklehead parents) wears teachers out. Add in the mediocre pay, and despite summers off, many teachers just say no thanks and walk away.



PL

1/14/25 - 7:08AM

Money is the issue.

What-Eva 1/14/25 - 7:18AM



Summers off? Teachers get ore time at Christmas time than most people get all year.

Show all 4 replies



FloresdelaHoz 1/14/25 - 6:54AM

Public schools today are monopolies run by self interested bureaucrats that need not be responsive. Great harm has been done to two generations of children by denying parents choice where their tax \$ earmarked for education of their children should go.

We need to stop stressing sports over education. We need to get back to education basics. We need to vote conservative in order to get vouchers, tax credits and charter school options for parents with children in poorly performing schools. We need competition to force public schools to perform better.

1/14/25 - 7:15AM



PL

LOL, another RWNJ who thinks spending less on public schools will make them better.



Mainebum

1/14/25 - 7:32AM

and how does a single word of your rant solve the issue of lack of young teachers infact I'd go out on a limb to state that you and your fellows ranters are the problem

Show all 3 replies



Boston4life5 1/14/25 - 6:55AM

Are the pay differential stats accounting for summers off or is it whole year? If not, teachers can work during the summer which would further narrow the pay gap. That's about 25% of the year. If Wyoming only have a 9% pay gap then they should come out ahead by working during the summer.

1/14/25 - 7:09AM



Yes, as explained in the article, "pay differential stats [are] accounting for summers off."



PL

1/14/25 - 7:35AM

oh yea, take that college degree and go get a part time summer job scooping ice cream for \$12/hour and tell your students working around you why they too should become teachers

Show all 3 replies



NativeBos 1/14/25 - 6:55AM

Why TBG showed Boston school buses in this story about teacher's pay is odd as BPS provides some of the highest teachers comp packages in the state. And even when compared to many non-teacher jobs. Other urban systems also pay very well. Of course, the environment will be a tad different.





My urban system now pays less than our surrounding affluent systems. The price of enormous ELL/ESL and Special Ed expenditures, which our surrounding systems don't have to worry about.

And our system's environment is mostly quite a bit more than a "tad" different. But at least we don't have to deal with entitled parents, right?



TimberJim

1/14/25 - 10:36AM

What-Eva: "You need to move on, you lost."

America lost.



WDavidStephenson

1/14/25 - 6:56AM

Excellent, depressing report, BUT fails to mention a critical factor: Trump (ranked most stupid student

he ever had by a Penn prof), wants to eliminate Dept. of Ed



What-Eva

1/14/25 - 7:11AM

You need to move on, you lost.



ILikeMonkeys

1/14/25 - 7:47AM

Normally, I would agree with you What-Eva, but in this case, this is a relevant statement. The recommendations in the article are opposite of what is likely to happen at the Federal level, so we need something on the state level to counter that.

Show all 4 replies



tsynchronous

1/14/25 - 6:59AM

the leveling of pay across the various teaching disciplines has to be discouraging - top STEM, English, Elementary Ed and History teachers get

paid exactly the same as the Physical Education teacher who was a punk in high school.



KhalifP 1/14/25 - 10:03AM

Hmm. Our gym teacher, actually, is quite phenomenal. The young man teaches kids hygiene, good eating habits, good physical habits, kindness. Just an amazing human being. We have a salad bar because of him, which I use every day (and no it's not free). Goes to every lunch and commiserates the kids when no one else wants to be around that free-for-all.

Teachers like this change the environment of the whole school. I'll show him your post tomorrow when I get back to school (back injury if you need to know). I'm sure we'll have a good laugh about your "punk in high school" comment.

People with IQs under 100 stereotype more than others. Wait, I just stereotyped. Looks like you and I are in the same bad tsynch.





sorry the not academically inclined gym teacher who graduates from a 5th-tier teaching college - should not be paid the same (as in our school system) as someone with a PhD from Harvard in Math teaching AP classes.

and yes gross generalizations - and the schools aren't having the problems finding the Gym teachers.



Temp000 1/14/25 - 6:59AM

Put teachers on the Massachusetts Federal Pay Scale:

https://www.federalpay.org/gs/locality/boston

GS-11 (Masters degree): \$84k-\$109k, depending on step

GS-12 (Masters/PhD degree): \$100k - \$130k, depending on step

Temp000 1/14/25 - 7:16AM



For paras:

GS-3 (high school diploma): \$36k-\$47k

GS-5 (Associates degree): \$45k-\$60k

GS-8 (Bachelors degree): \$62k-\$81k



Henry Porter

1/14/25 - 7:59AM

Will you give them the Federal retirement plan? Work 35 years, pension is 35 percent of high 3. Everything is a trade off.



Considerans Hunc

1/14/25 - 7:02AM

Going to a major university to complete an education program while paying outrageous tuitions to become a teacher hardly seems sensible. Want more and better qualified teachers consider significantly reducing the cost of that education for those who do become teachers.

What-Eva 1/14/25 - 7:16AM



That would mean the Liz Warrens won't be able to make 400K a year teaching 6 hours a week.



Cats&Dogs

1/14/25 - 8:58AM

Bridgewater is known for teaching degrees. Not outrageous tuitions.

No need to go to an Ivy League school to teach elementary/hs

Show all 3 replies



JoeB68 1/14/25 - 7:08AM

The way I see it. RESPECT! It all boils down to respect! The admins, don't respect the teachers, they treat them like dirt.

The parents don't respect the teachers, they blame them for the reason their child is not passing this or the subject. How about your child do some homework. FINALLY the children have NO RESPECT for the teachers. There are fights in the hallways, bathrooms and even classrooms. The

teachers can't even send them down to the principals office for being unruly in the class room. NO after school detention, or suspensions. I REALLY don't want to hear about ALL the time off they get either. I bet the teachers work MORE AT HOME after school than they do IN school. Correcting papers, making out lesson plans for the week, MAYBE having a teacher & parent meeting about their childs failing in class. I read he article and there was more than one FORMER teacher in it. WHY is that? Did they age out and retire or burnout due to the stress??? Teachers don't do it for the income, they do it for the outcome. What happens when there are NO NEW TEACHERS? No teachers, no anything!



PL

1/14/25 - 7:12AM

You watch too much TV.



Temp000

1/14/25 - 7:21AM

Why do teachers hate principals and administrators and school boards and parents so much? Every time contract negotiations come up, there's all this rhetoric from the teachers unions about how it's a "fight" and

how admin and school boards are incompetent, etc. I've never heard a principal speak poorly of teachers. I've never heard administrators speak poorly of teachers.

Show all 3 replies



PL 1/14/25 - 7:10AM

Across the board, "women's work" is devalued.



GB0808 1/14/25 - 7:14AM

To Tree Farmer (way above). I certainly respect your opinion. I do wonder though, if we truly put teachers on a pedestal, why are so few deciding to enter the profession and why are so many outstanding, young teachers leaving the profession? And the undereducated are beginning to dominate our country (look at the last election), and perhaps this is the greatest threat as so many (mostly southern) states wildly undervalue education. I didn't teach, and I worked incredibly hard, and at times it was incredibly stressful, yet I was very well compensated (perhaps like your wife), and my work was almost

universally cheered, and I went on vacations whenever the hell wanted, and I didn't have off-balanced parents telling me I sucked multiple times per week.



Tree Farmer

1/14/25 - 9:24AM

Fair points. I'm not sure that I agree with some of the themes of your comment, yet they are well-said and balance the discussion. :) And civil too, BTW, which is appreciated.



MB6961

1/14/25 - 10:32AM

Nor were you publicly trashed on community Facebook pages. This sounds like a silly thing, but it's demeaning, embarrassing, and reduces your credibility in the classroom **Dumbfounded123** 1/14/25 - 7:15AM



The union has pulled the wool over everyone eyes about underpaid teachers. It's right out of the Trump playbook. Repeat the same lies over and over again and people start believing it.



KhalifP

1/14/25 - 10:10AM



PogMoThoin504

1/14/25 - 11:15AM

Huh?



Bostonclowncar

1/14/25 - 7:26AM

1 There is no world in which the MTA exists and respect for teachers increases. You're known by the company you keep.

2 There is no world in which there won't be "negative

externalities and undesirable (optics) outcomes" as a result of merit pay. When teachers bring this up, it is made clear to everyone that student success is less important than optics.



KhalifP 1/14/25 - 10:16AM

Nope. I'm all in. I won Teachers of the Year way, way back because I get along with kids and the kids like me.

Were there better teachers around? Absolutely.

Should I be paid the highest? I'll take it, but probably not.

What I'm say is, cut the talk about merit pay until you can produce a valuable argument on how it can be done. I know a lot of boring teacher who have high test score but ignore the ancillary issues kids have. I know other teachers who have literally saved lives by making connections. Some of the most inspiring teachers in my school change these kids seismically.

How do you grade inspiration? Creativity? Changing kids' lives?

Come up with a plan and I'm all ears.



uspatrio1 1/14/25 - 7:31AM

To summarize this article: The cost of housing is out of control.



User 54321 1/14/25 - 7:32AM

In Acton, we pay exhoribant taxes because almost 70% of our budget goes to the school system and voters narrowly approved a Prop 2-1/2 override on top of it. The teachers get free health care, a retirement plan and summers off. Sorry if a don't cry you a river



PL

1/14/25 - 7:36AM

Most Acton residents earn more in Total Compensation than Acton teachers.



CFP3

1/14/25 - 7:53AM

And there's no free healthcare.

We pay exorbitant taxes because we have practically no commercial offsets. This town needs to attract businesses.

Show all 8 replies

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3

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next

last

Please login to comment

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January 2025

Calendar

Tuesday January 14 7 p.m.		LWVA Board Meeting via Zoom teleconference. The meeting URL will be sent to attendees; email one of the Co-Presidents if you would like to attend.	
Monday January 20	6:30 p.m.	37th Annual Dr. Martin Luther King, Jr., Birthday Observance, Town Hall Auditorium, 730 Mass. Ave. The LWVA is a co-sponsor. Doors open at 6 p.m. Details on page 9.	
Monday January 27	7 p.m.	Annual meeting of the Arlington Land Trust in the back room of Do- nut Villa, 319 Broadway, with speaker and raptor expert Eric Roberts on bald eagles in Arlington, and an update on the Mugar property.	



Host Pamela Meister and guest speaker Juli Brazile, Town Clerk, at the Holiday Party in December. See article on pages 10-12.

Photo by Kim Haase

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Co-President's Message

Dear League Members,

As I write this message, it is a rather foggy, gloomy day. A bright spot over the past few days has been a wreath of bird seeds, which was hung from a tree branch in our side yard. Chickadees, juncos, tufted titmice, and a red-bellied woodpecker have had a feast.

A wonderful, welcoming setting for the League's holiday gathering was provided by our hosts, Pamela and Stephen Meister. The weather outside was frightful with a blanket of fog. Our speaker, Town Clerk Juliana Brazile, was very forthcoming. (See page 10 for information about her presentation.) Her husband, Robert Brazile, commented that Juli did not get much sleep around the federal election day.

The LWVA has long been a sponsor of the annual Martin Luther King, Jr. Birthday Observance, to be held January 20. See page 9 for more information. I hope to see you there.

At the 2023 League of Women Voters of Massachusetts (LWVMA) Convention, delegates voted by a wide margin to conduct a study to determine whether the LWVMA should adopt, by consensus, a position on reparations for black Americans. The scope of the study is to review the evidence for and against taking a position in support of reparations for Black Americans (or for a more limited group, the descendants of enslaved African Americans). If local Leagues and subsequently Convention decide to support such reparations, local Leagues will be able to advocate for reparative activities in their localities, while the State League will be able to advocate statewide for legislative and other action in support of such reparations. A consensus meeting will be held in February, the location and date to be determined. (See pages 3-9 for some background information and the consensus questions.)

The LWVUS is changing the dues collection process. Beginning in 2025, dues will be collected at the National level and a portion of the dues returned to the local leagues. This will be done via something called Stripe. I have been having difficulty setting up a Stripe account. Hopefully, all will be resolved over the coming weeks.

At the urging of LWVA member Sue Fish, the league has ordered and received a set of Arlington Votes signs. The original signs, put together by Phyllis Maddox, were in various states of disrepair.

Wishing you a bright and healthy new year,

Carolyn Parsons

The BULLETIN is published monthly except during the summer and December by the League of Women Voters of Arlington, PO Box 461, Arlington, MA 02476.

Preparing for the Consensus Meeting for the LWVMA Reparations Study for Black Americans

From the State League

At the 2023 League of Women Voters of Massachusetts (LWVMA) Convention, the LWV Amherst proposed a study of reparations to determine whether the LWVMA should adopt, by consensus, a position on reparations. Delegates voted by a wide margin to form a study committee. The proposal was set against a background of a number of recent and on-going reparations efforts, including but not limited to:

- The town of Amherst, MA, created a reparation fund, and assigned creating a plan to its African Heritage Reparations Assembly (AHRA).
- Other Massachusetts cities such as Boston and Northampton are considering studies of reparation.
- A bill proposing a commission to study reparations had been filed in the Massachusetts Senate (currently SD2393) as had a bill creating reparations for the descendants of American slavery. (SD2019).
- HR40 has been introduced at every Congressional session since 1989; in April 2021 it was
 for the first time moved to the House floor for full consideration, but did not receive a vote.
 It was reintroduced in January 2023.

The Study Committee undertook to answer the questions that are proposed in the consensus meetings. It has produced a series of documents for LWVMA members to study. These materials and more can be found at https://lwvma.org/lwvma-reparations-study/.

- Study Guide with consensus questions, background, and arguments in favor and against (25 pages)
- Study Report addressing the four questions: Why, Who, What, and How (85 pages)
- Additional resources list including links to readings, talks, and other materials (5 pages)

LWVMA Reparations Study Consensus Questions

From the State League (edited)

What follows is a condensed version of the material in the 25-page Study Guide, with the consensus questions and introductions. For the arguments for and against, consult the Guide.

Section A: Why Should Reparations Be Provided? Consensus Question

Introduction

The Study Committee is reserving until the end of the Consensus Questions the basic question: should or should not the LWVMA adopt a position on reparations? Views on reparations vary widely, often depending on Who is to receive them; What the reparations will consist of; and How they are to be delivered. At the consensus meetings, local Leagues would determine who, what, and how before answering the question "Should we take a position or not?"





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Consensus Study Questions (Continued)

Yet whether or not we choose as a state league to take a position on reparations, the work of the study committee led to discovering how much there is to learn about the Black American experience since Emancipation. The committee also learned how little many white, Asian, and Latino Americans know about this subject. Question A-1 is the result.

awareness of the harms caused by systemic racism in the US?			
Ves			

1 65
No
No consensus

Section B: Who Should Receive Reparations? Consensus Questions

Introduction

The original proposal passed at LWVMA Convention did not define who should receive reparations. In organizing the Study Committee, it was decided to focus first on the traditional view that reparations are owed to the descendants of Africans enslaved in the U.S., and to them only. Reparations, it has long been argued, are due the descendants of enslaved Africans to repair the damages and suffering caused by the institution of slavery, practiced in the US from its beginnings to 1865. Over time, however, some organizations have expanded the understanding of reparations to cover the harms up to and including those of the Jim Crow era and beyond.

In addition, as Nikole Hannah-Jones and many others have pointed out, the Civil Rights Act (1964), though it has improved aspects of Black American life, has not prevented many harms from continuing, and indeed there has been retreat from the gains of civil rights legislation. (See Why Are Reparations Needed? in the study report.) As a result, the concept of comprehensive reparations has been developed, which includes reckoning with the ills experienced since the late 19th century through today.

These later ills, the consequences of slavery, have been experienced by all Black Americans, not only the descendants of enslaved Africans. For this reason, some reparations organizations have changed their definition of whom should receive reparations to include all Black/African Americans.

The Reparations Study Committee presents both views.

Answer yes on no more than one, Question B-1 OR Question B-2: If reparations are provided, which group should be provided reparations?

Question B-1:	Only descendants	of Africans enslaved	l in the US fro	om 1619 to 1865?
---------------	------------------	----------------------	-----------------	------------------

	_ Yes
4.55	No
35 55	No consensus

LWVA Welcomes New Member

We extend a warm welcome to our newest member, Lu Leveille.



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Consensus Study Qu	uestions (Continued)	
	lack/African Americans living in the US, with preference cans enslaved in the US from 1619 to 1865?	ce given to
Yes No No consensus		
Section C: What	Reparations Could Be Given? Consensus Ques	tions
	ld the LWVMA support the provision of the broad rank/African Americans?	ge of possible
Yes No No consensus		
	ld the LWVMA support reparations in the form of casl cans enslaved in the US between 1619 and 1865?	1 payments to
Yes No No consensus		
Section D: How S	Should Reparations Be Provided? Consensus Qu	uestions
Introduction		
of slavery is a widely Americans (see Who thoughtfully critique provide them: for exa	escendants of Africans enslaved in this country from 1619 discussed topic, recently broadened by some to include all Should Receive Reparations? Consensus Questions). Yet reparations in relation to the specific type(s) of organization ample, government, private, religious, or educational organial level. In the points of view that follow, we give the best and.	l Black/African few arguments ons that could izations at the
	ld the federal government provide the bulk of the fundi roup is identified in Section B as the rightful recipients	
Yes No No consensus	(Canti	wod on new naces
	(Contin	ued on next page)

January 2025	League of Women Voters of Arlington, MA	Page 8
Consensus Study Q	uestions (Continued)	
	igh D-6: Should the following levels of government and n efforts to redress the harms caused to whichever grouightful recipients?	
Question D-2: Feder	ral government	
Yes No No consensus		
Question D-3: State	governments	
LWV position on "Moor local governments". The federal governments fare programs and shameet the basic needs	ons D-3 to D-6, a word of caution is in order because of the leeting Basic Human Needs," which suggests that it is unward or private enterprises dominating the provision of any basinent should set minimum, uniform standards and guideline ould bear primary responsibility for financing programs do of individuals and families. State and local governments, at have a secondary role in financing food, housing and head [46]	vise to have state cic human needs. es for social wel- esigned to help as well as the
Van		

Yes		
No No		
No consensus	is .	S. 1877
Question D-4: Local governments		
Yes		
No		
No consensus		
Question D-5: Business enterprises		
Yes		
No		
No consensus		
Question D-6: Other organizations (private institutions, univer	sities, faith-based	groups,
Yes		
No No		
No consensus		

Continued on next page)

Consensus Study Questions (Continued)

Section E: Concluding Consensus Question

Introduction

This study guide, using its accompanying study report for background and contextual details, has laid out consensus questions addressing why reparations are needed, who exactly could receive reparations, what reparations could be made, and how reparations could be provided.

Finally, the overarching question must be asked whether the LWVMA should take a position on reparations, so that local leagues can either advocate and educate citizens about local and state reparations programs, plans, policies, and legislation; or not.

Further, if the LWVMA should not take a position on reparations, should the league oppose reparations?

In his Letter from Birmingham Jail, The Reverend Dr. Martin Luther King, Jr., reminds us, "Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly." [MLK]

Question E-1: Should the LWVMA take a position in support of reparations?

Yes
 No
No consensus

MLK Event Set for January 20

By Carolyn Parsons

Preparations are underway for the 37th Annual Martin Luther King, Jr. Birthday Observance celebration. This event honors the life and achievements of the civil rights pioneer. The MLK Committee also supports progressive initiatives for justice and equity, especially in our public schools.

Kellie Carter Jackson will be the keynote speaker this year. Ms. Jackson is an Associate Professor of Africana Studies at Wellesley College. She has written two highly regarded books: <u>Force and Freedom</u> and <u>We Refuse: A Forceful History of Black Resistance</u>. The LWVA has long been a sponsor of this event. I hope to see you there.

Guests Learn from Town Clerk at Holiday Party

By Kim Haase

League members and guests socialized over a delicious potluck dinner and then had an engaging and informative question-and-answer session with Arlington's Town Clerk, Juli Brazile. The event took place December 10 at the home of Pamela and Stephen Meister.

Juli Brazile began with her history in Arlington, which began when she and her husband Robert moved here in 1991. With a degree in English, she worked in communications and as a paralegal. In town, she volunteered with organizations including Envision Arlington and served as a Town Meeting Member (TMM). She ran for Town Clerk when there was a vacancy in 2020 and won.

Brazile noted that for the League, scheduling Candidates' Night before the Town Election is now a bit tricky, since early voting will already have begun before our usual event date of about 10 days before the election. In local elections, she reports that voters are surprised not to find any information on candidates on the elections and voting web page, except for optional statements from Town Meeting candidates (the League stopped doing Voters' Guides a few years ago because of a lack of volunteers).

COVID caused a good deal of turnover in Town Meeting because of the difficulty of virtual meetings. Also, more people are running for Town Meeting since the Town changed the way it elects candidates to 1- or 2-year terms when a TMM leaves before their term is up. People no longer have to run for either a 3-year term or a shorter one. Instead, when there are 5 openings, for example, the candidate with the fifth highest number of votes wins the short-term position.

We have a very high voter registration rate, but low turnout in local elections. Adding early voting and voting by mail hasn't increased turnout; it just spread it out.

It's very expensive to send the postcards that allow people to request to vote by mail in elections. This year Brazile plans to enclose a form with the town census in January that will allow an entire household to sign up for mail-in voting.

Brazile noted that Burlington has a higher turnout in local elections than Arlington does, possibly because they offer voting to young people under 18. Because all precincts are located in the same building, the town created a special precinct for kids K-12, and the kids' results are reported along with the others, though they don't count. It gives youth a chance to get in the habit of voting before they go off to college. It would be a lot harder to do this with our multiple polling places, though. Burlington also has an active civic engagement group that publishes candidate information.

The town election gives us a chance to try things out, Brazile commented. They are working on short videos on filling out registration forms, applying for mail-in ballots, and the like, to try to prevent errors; the office currently spends a lot of

(Continued on next page)

Holiday Party (Continued)

time helping people correct their applications. Brazile noted that people put ballots from Medford, Winchester and even other states in our drop boxes. A League member wondered if it would be helpful to put "Arlington Residents Only" on the drop boxes.

Another League member who's a precinct warden commented that quite a few people come in as inactive voters because they forgot to send in the town census, and wondered if the census form could point out this penalty for not sending it in. Brazile noted that one purpose of the census is to keep state voter rolls accurate. Renewing a driver's license activates you as a voter, or filling out the form on Election Day. She added that once you go on the inactive list you are sent a postcard notification. Only after failing to vote in two November elections are you removed from the voter rolls.

In response to a question, Brazile said that they post election information to YourArlington, the Arlington List, and other venues. Another questioner wondered if there could be a separate thread for election news in the town email notices for those who want to be informed specifically about this topic. Brazile agreed this might be a good idea.

A League member asked about the many things the Town Clerk's office does in addition to elections. Brazile listed some of them: dog licenses, raffle permits, removal permits for buried oil tanks, vital records (births, marriages, deaths), business certificates. The state is gradually updating its systems for recording births and deaths. Funeral homes are involved in the process. A League member noted that loved ones can serve as their own funeral director; Brazile commented that it involves a great deal of paperwork. The Town Clerk also swears in all elected officials and police officers (but not firefighters).

Brazile reported that although some Town Clerks officiate at weddings as a JP, she does not: Town Hall is such an attractive venue that she would have time for nothing else.

The Town Clerk also keeps the official records of Town Meeting and is involved in assembling the Warrant. She also handles public records requests, though some go to the Deputy Town Manager for Operations, Christine Bongiorno. The Town Counsel sometimes needs historical records from past Town Meetings when reviewing warrant articles.

A League member noted that up to 2/3 of ballots now come in early, but must be opened and counted on Election Day, which is a lot of work for poll workers during high-turnout elections. He wondered if there was any alternative. Brazile responded that it might be possible for the ballots to be checked in and opened early, then flattened and sent to the precincts to be fed into the tabulators. In 2020, with no in-person voting, they rented a high-speed scanner and processed 20,000 ballots beforehand. However, one advantage of having 21 precincts is that with fewer voters per precinct than in most towns, workers can usually process all the ballots in good time. In the future they might be able to cooperate with another town to share a high-speed scanner to time-stamp the ballots quickly when they come in.

(Continued on next page)

Holiday Party (Continued)

At every election, the state requires 3% of precincts to be audited after the election. This happened with one of Arlington's precincts in November; all the ballots were recounted by hand, and any discrepancies with the machine count were recorded. Discrepancies sometimes happened if, for example, pencil or pink ink was used.

Brazile reported that Arlington got 500 ballots from overseas in November; they come in online, are printed as PDFs, and are then hand-counted on Election Night by the office staff. In response to a question, Brazile said that people living overseas are able to vote in local, state, and federal elections in the last jurisdiction where they were registered. Overseas ballots that come in by mail are counted by the Board of Registrars.

The Board of Registrars, Brazile explained, is a group of four, including the Town Clerk -- two from each party are appointed by the Select Board based on recommendations from the party committees. In the distant past, they used to register voters; now the function is largely symbolic. They oversee recounts and adjudicate challenges to voter registration. A member of the Clerk's Office staff is designated the Registrar but is officially the assistant to the Board of Registrars.

Asked her views on same-day registration, Brazile replied that she could see some advantages, but that it would be cumbersome to implement. She thought that improving the Registry of Moter Vehicles and the online registration systems would make a big difference: people often think they have registered, but they haven't. Also, the Postal Service's change of address form implies that it changes voter registration, but it doesn't.

In response to a question, Brazile agreed that the Automark machines for the disabled (primarily the visually impaired) are not in good condition. They will be very expensive to replace, however, and since many of the disabled now vote by mail, they are not much used.

"First Amendment Auditors" have come to the Town Clerk's office and other town offices, Brazile reported. These are usually a couple of people with a microphone and video camera whose purpose is to get thrown out so that the "auditors" can post the video online and generate revenue. Town officials try to avoid interacting with them except to answer fact-based questions.

Editor's Note: Juli Brazile's current term as Town Clerk expires in 2026. In the 2024 Town Election, voters approved a ballot question to make the Town Clerk's position appointed instead of elected; this is a position advocated by the LWVA for the past 50 years, and supported by Brazile as well. The next Town Clerk will be appointed by the Town Manager.

We welcome new members and renewals at all times. Join online (see next page for instructions) or by using this form. Thank you!

LEAGUE OF WOMEN VOTERS OF ARLINGTON				
Membership Application/Renewal Form				
Fiscal Year runs from April 1 to March 31				
Name		Precinct	Date	
NameAddress	Zip	Occupation		
Telephone I	Email		- 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1	
Telephone Please indicate if you do NOT want your o	ontact in	formation sent to A	Arlington League members	
0500 50				
Basic Membership Dues		\$60		
2nd member in household				
Student (full-time)		\$20		
Contribution to help the LWV in Arlington	n, add	\$		
TOTAL ENCL	OSED	\$		
If \$60 is a hardship, please pay what you can an	ıd let us i	know that this is yo	ur dues payment.	
MAKE CHECKS BANADI E TO I				
MAKE CHECKS PAYABLE TO: League of W	omen vo	oters of Arlington		
MAIL TO: Ann FitzGerald, 162 Summer St., U	mi 1, Ar ******	IIngion, MA 02474 *********	, **********	
Please check areas of interest and activity even if you	ı can't be	actively involved TF	IIS year.	
SPECIAL LEAGUE ACTIVITIES	FOLLO	W ISSUES, KEEP	LEAGUE	
Action: phone calls 'letters	AND CO	DMMUNITY INFO	RMED	
Bulletin: mailing soliciting ads	Congr	ess/Presidency/Elect	ion Process	
Membership			loyment/Civil Rights	
Nominating Committee	Educa			
Publicity		onment/Climate Char	nge	
Voter Service: Rides to the polls		n Care		
Candidates Night Voters' Guide		e/Courts/Prisons	to Davidania	
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Host a meeting in my home		portation/Urban Police	757	
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TOWN BOARD MEETINGS*		ng/Zoning/Communi		
Select Board (Mondays)	_Other		an Cathristan Cathridge (2004-1901)	
Redevelopment Board (Mondays)				
School Committee (2nd & 4th Thursdays)				
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Housing Authority		ng articles		
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*Some of these can be seen on cable TV		op publishing ite management		
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Please add my name, street address, phone number, and email address to the LWVA mailing list: Yes No				
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(Note: This information will not be sent to anyone ou	utside			
the LWVA)				

10 JAN 2025



League of Women Voters of Arlington Post Office Box 461 Arlington, MA 02476

School Committee Arlington High School, 6th floor 869 Mass Ave Arlington, MA 02476-4701

January 2025,79999

You can still renew by printing the form on page 7 and mailing it to the LWVA with your check.

On the PayPal site, fill in the form and click Donate Now.

Choose Donate with PayPal (if you have an account) or Donate with your Debit or Credit Card. .6 On the Payment page, click the option you want (Basic Membership, etc.).

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On the Membership page, fill in the form and click the Submit and Proceed to PayPal for Pay-

2.

On the Join page, click the Join or Renew using PayPal, debit or credit card button

Go to https://www.lwva.com and click Join the Arlington League.

League. Follow these steps:

You can use the League of Women Voters of Arlington website to renew your membership or join the

Renew Your League Membership Online!



Re: Group letter regarding Arlington Schools Technology Policies and Procedures

Jeffrey Miller <jeff.b.miller@gmail.com>

Fri, Jan 17, 2025 at 1:06 PM

To: Liz Homan <ehoman@arlington.k12.ma.us>

Cc: Mona Ford Walker <mfordwalker@arlington.k12.ma.us>, Weslie Etienne Pierre <wpierre@arlington.k12.ma.us>, Alison Elmer <aelmer@arlington.k12.ma.us>, fpierremaxwell@arlington.k12.ma.us, rrubino@arlington.k12.ma.us, kallisonampe@arlington.k12.ma.us, lexton@arlington.k12.ma.us, lgitelson@arlington.k12.ma.us, lkardon@arlington.k12.ma.us, jmorgan@arlington.k12.ma.us, pschlichtman@arlington.k12.ma.us, jthielman@arlington.k12.ma.us, ediggins@arlington.k12.ma.us, Katie Miller <katiemiller0808@gmail.com>, familyengagement familyengagement <familyengagement@arlington.k12.ma.us>, Kristina Villamil <kvillamil@arlington.k12.ma.us>, Stephanie Greiner <sgreiner@arlington.k12.ma.us>, Jazmyne Charles-Balan <jcharles-balan@arlington.k12.ma.us>, Matthew Coleman <Mcoleman@arlington.k12.ma.us>, "Olander, Magali" <molander@arlington.k12.ma.us>

Good afternoon, I just wanted to share with you that there were 7 distinct bills filed today in the new session of the MA legislature around "bell to bell" smartphone free school policies. Here is a press release on the most comprehensive from the Attorney General (which goes beyond schools). We also circulated a Support Letter that has drawn 600 signatures around MA in support of bell to bell policies (with over 60 signatures from Arlington residents). Would love for you to add your support!

https://www.mass.gov/news/ag-campbell-introduces-the-study-act-to-promote-safe-technology-use-and-distraction-free-education-for-youth

PRESS RELEASE

Press Release AG Campbell Introduces "The STUDY Act" To Promote Safe Technology Use and Distraction-Free Education For Youth

Bill Seeks to Prohibit Student Access to Personal Electronic Devices
During the School Day, Regulate Social Media Companies to Combat
Harmful Effects on Youth. Campbell Co-Sponsors Legislation to Protect
Ratepayers from Competitive Electric Suppliers, Co

Office of the Attorney General

legislative agenda, Attorney General Andrea Joy Campbell, alongside Senator Julian Cyr, Representative Alice Hanlon Peisch and Representative Kate Lipper-Garabedian have introduced the STUDY Act, SD654/HD3070 An Act promoting Safe Technology Use and Distraction-free education for Youth. The bill seeks to implement a "bell-to-bell" restriction on access to cell phones and personal electronic devices during school hours to improve the overall learning environment and school culture. It also proposes standards for social media companies that encourage safe and responsible use.

"The STUDY Act puts students and their mental health first. By restricting cellphones during the school day and raising the bar for social media companies, we are taking bold steps to create learning environments free from distraction and a digital landscape that prioritizes the well-being of our youth. This bill is a commitment to both education and mental health for our young people, ensuring they have the tools to succeed without unnecessary harm," said AG Campbell.

As a growing number of schools adopt policies to restrict cell phone use during the school day, the STUDY Act would require all public schools to have formal policies regarding the use of cell phones, tablets, and other personal electronic devices on school grounds and at school-sponsored activities. Each policy must prevent students from physically accessing their personal electronic devices during school hours. Exemptions to the policy would be provided in certain circumstances, such as to accommodate a student's needs as provided by their individualized education program or health plan.

The STUDY Act also requires schools to have a policy educating students about the social, emotional and physical harms of social media use. Research, including evidence described by the <u>U.S. Surgeon General</u>, has shown the negative impact of social media use on mental health. For example, after one hour of social media use per day, adolescent mental health steeply declines and decreases in happiness and self-esteem occur, alongside increases in self-harm, depression and behavioral changes.

Phone use in schools can lead to distractions in learning, shortened attention span, increased anxiety, negative peer interactions and increases in cyberbullying, harassment and hate incidents. In fact, <u>72% of high school teachers</u> cite cell phone use as a major problem in classrooms.

Recognizing that social media companies have an immense responsibility to keep users safe, the bill calls on the companies to implement procedures including but not limited to:

- Age verification system to determine whether a user meets age requirements under law and keep any information about a user's age confidential from third-party use
- Default settings for a minor user to ensure privacy and limit prolonged engagement by disabling features like notifications between certain hours, autoplay, and continuous scrolling
- Features for a user to flag unwanted or harmful content and regular surveys for the user to indicate to the company that they don't want this type of content on their feed
- Regular warnings from social media platforms to the user on the negative effects of social media use on social, emotional and physical health

The STUDY Act was drafted with input from members of AG Campbell's Youth Council. The Act reinforces AG Campbell's multi-faceted approach to protect young people from the harms of social media. AG Campbell has filed lawsuits against Meta, and its subsidiary Instagram, as well as TikTok, for designing its social media platforms to addict young users and deceiving the public about efforts to keep its platform safe.

As part of her 2025-2026 legislative agenda, AG Campbell has also reaffirmed her efforts to protect residents from the unfair and deceptive practices of competitive electric suppliers by once again partnering with Senator Brendan Crighton, Representative Frank Moran, and Boston Mayor Michelle Wu in support of SD1545/HD2530 An Act relative to electric ratepayer protections, a bill that would bar this predatory industry from enrolling new residential costumers. According to the Office's new 2025 report, consumers lost approximately \$73.7 million through competitive electric supply contracts between July 2023 and June 2024 for a total of \$651.3 million lost over the nine years studied by the Office. The Office's analysis has found that low-income residents and residents in communities of color are disproportionately harmed by this industry.

The Attorney General also co-sponsored the following bills:

- SD1525/HD2920, An Act relative to combating hate in the Commonwealth, filed by Representative Tram Nguyen and Senator Adam Gomez, would address the increase in hate incidents throughout the state by strengthening our civil rights laws and enforcement tools and providing additional protections for victims of hate and bias.
- SD615/HD2886 An Act relative to the victim compensation
 program, filed by Representative Kathleen LaNatra and Senator Cynthia
 Stone Creem, would move the victim compensation program to the
 Massachusetts Office for Victim Assistance such that survivors of crime can
 access both compensation and services under one umbrella, survivorcentered organization.

- <u>SD1648/HD2938</u>, An Act modernizing protections for consumers in automobile transactions, filed by Representative Carlos González and Senator Paul Feeney, would modernize state laws around used vehicle purchases and would ensure that consumers are better able to access valuable safeguards under the state's Lemon Law and Used Vehicle Warranty law.
- SD1209/HD2405, An Act relative to fairness in debt collection, filed by Representative Tram Nguyen, Representative Christine Barber, and Senator Jamie Eldridge, would reform the state's debt collection laws by improving protections for consumers in debt collection actions and protecting our most vulnerable consumers from predatory debt collection practices.

AG Campbell's 2025-2026 legislative agenda was developed by Division Chief Anne Johnson Landry, Senior Policy Advisors Lisa Sears, Jim McCarthy, Alex Gray, and Danielle Allard, and Senior Policy Coordinator Robert Fernandez, all of the AG's Policy and Government Affairs Division, and Senior Advisor for Climate and Energy Benny Meshoulam of the Energy and Ratepayer Advocacy Division.

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Statements of Support

"Improving mental health for all students has been my top priority as Education Secretary. Research continues to show cellphones in the classroom can be a harmful distraction that impacts emotional wellbeing and impedes a student's ability to learn. We continue to hear feedback from parents, teachers, and staff that a more comprehensive approach is necessary to ensure children's academic success and social and emotional wellbeing. We look forward to working with the Attorney General and Legislature to address that," said Massachusetts Secretary of Education Dr. Patrick Tutwiler.

"I'm so glad I went to middle school and high school before the advent of social media. I truly believe my education and social development were all the better for not having a smart phone on me at all times. By creating a 'bell-to-bell' policy, we're giving students the opportunity to engage with their education unfettered by digital distraction. Our bill also sets important standards for social media companies, holding these corporations accountable for the safety and mental health of the youth who use their products. I'm proud to stand with Attorney General Campbell, Representative Peisch, Representative Lipper-Garabedian and my colleagues in the Legislature to pass common-sense legislation to protect the health and future of the next generation," said Senator Julian Cyr.

"I am proud to partner with Attorney General Campbell, Representative Lipper-Garabedian, and Senator Cyr on this important initiative. As we know, phones and similar devices are having negative impacts on student learning and their mental

health. I believe this bill will allow schools to devise successful, implementable policies regarding the use of technology devices, putting the focus back on learning and fostering healthier peer-to-peer relationships. This legislation also includes provisions to further protect children from the dangers of social media by requiring schools to educate students on the social, emotional, and physical harms that can be caused by such platforms. I look forward to working with my colleagues, as well as parents and educators across the Commonwealth on this matter," **said**

Representative Alice Hanlon Peisch

"As a mother of two school-age boys and a former seventh grade teacher, I am all too aware of the impacts that cellphone use can have on a student's learning and focus. The STUDY Act will ensure that students are free from the distractions of phones at school, allowing them to fully engage in learning and foster deeper connections with peers and teachers. I further am mindful of the harmful effects that predatory social media platforms and algorithms can have on a child's social and emotional wellbeing. The STUDY Act will protect kids on social media platforms with enhanced privacy safeguards against addictive feeds and content. I am excited to join Leader Peisch, Senator Cyr, and Attorney General Campbell on this effort," Representative Kate Lipper-Garabedian

"The MTA and its 117,000 members are united in sounding the alarm about the impact of cellphones and social media on our schools and students. They see every day how phones detract from learning, how they facilitate bullying, how they have pernicious influences on the development of authentic friendships, and how they take precious time away from play and sleep and real-world human connection. Our members believe that every one of our schools need to take steps to eliminate the harm caused by these phones and social media, so we can reclaim the schools our students, our members, and communities deserve," said Max Page, President, and Deb McCarthy, Vice President, of the Massachusetts Teachers Association

###

On Fri, Jul 19, 2024 at 11:30 AM Liz Homan <ehoman@arlington.k12.ma.us> wrote:

Dear Jeffrey and Katie, and other included families,

Thank you for reaching out and for this very thorough description of your goals and concerns regarding technology and student learning; as educators, we agree that the proliferation of cell phone technologies, smart watches, and social media over the past many years have introduced new challenges to our work, especially as we seek to close opportunity gaps and build meaningful connections and belonging between students and their teachers, and between teachers and students' families. As the school year concluded, I spoke with educators at OMS and Principal Rubino sent a survey to the staff about cell phone use at the school. The results provided us with a starting point on the staff's perspective on this issue and articulated steps our teachers would like to take as we start the school year. All this to say that these conversations have already started, and your letter provides us with more opportunities and invitations to align on an approach that incorporates many voices and allows for partnership, for which we are very grateful!

I am including a few additional relevant members of our team, who will be working together to design an opportunity for families to weigh in on some revised policy language for our middle school handbooks; once they have a plan together for that discussion to occur, we will be sure to come back to this thread to share the plan (if you do not hear back from me before August 12th, please feel free to reach back out). Weslie Pierre, our Director of Communications and Family Engagement and a member of the senior leadership team, will be coordinating these efforts in

collaboration with Principal Rubino and Mme Pierre-Maxwell. Please feel free to reach out to Ms. Pierre directly if you have ideas or questions.

To your question about surveys of families, we have been working on identifying vetted and reliable survey questions around technology use and cell phones in schools since earlier this spring, with hopes to include those in our annual culture and climate surveys this fall; it would be very helpful to have family support in encouraging participation in those surveys once they are ready. We will use feedback generated by the conversations mentioned above to help inform those surveys.

Finally, in an effort to manage everyone's expectations, I want to share that we have not budgeted for Yondr pouches and we have heard mixed feelings and reviews about their usage in schools. At least for the coming school year, this is not an avenue I am strongly considering. I also have a background in educational technology, and am generally a proponent of paying the most attention to human behaviors and systems prior to implementing technological fixes, having seen many times how the technological solution doesn't have the desired impact when all of the people involved in implementing it are not aligned in purpose and desired outcomes. This is not a rejection of magnetic phone pouches, but a request that we prioritize the discussion alongside policy and practice adjustments, and remain open to all possibilities for implementation as we get the conversation started.

I hope you and all of your students are enjoying a wonderful summer! I look forward to further discussion.

Sincerely,

Liz

On Thu, Jul 18, 2024 at 3:26 PM Jeffrey Miller <jeff.b.miller@gmail.com> wrote:

Dear Dr. Homan, Dr. Ford-Walker, Ms. Pierre, Ms. Elmer, Mme Pierre-Maxwell, Ms. Rubino, and the Arlington School Committee:

Thank you for your time and invaluable efforts serving our community. Please find attached a group letter signed by over 65 Arlington residents, representing over 100 APS students, that outlines our desire to collaborate with you in shaping technology policies and enforcement strategies of Arlington schools, particularly the Gibbs and Ottoson schools in the coming years. Please review the letter and let us know when you would be available for a discussion.

Best regards, Jeffrey and Katie Miller Bishop parents of 2

Elizabeth C. Homan, Ph.D. Superintendent, Arlington Public Schools

Pronouns: she/her(s) Phone: 781-316-3501



We are striving to create an equitable educational community where all learners feel a sense of belonging, experience growth and joy, and are empowered to shape their own futures and contribute to a better world.

If you need this document translated or you need an interpreter, please call your child's school principal. Si necesita que se traduzca este documento o necesita un intérprete; por favor, llame al Director de la escuela de su hijo. Si vous avez besoin de faire traduire ce document ou si vous avez besoin d'un interprète, veuillez appeler le directeur de l'école de votre enfant. Se você precisar da tradução deste documento ou se precisar de um intérprete, ligue para o(a) diretor(a) da escola de seu(sua) filho(a). 如果你需要将这个文件翻译或者你需要一个口译员,请致电你孩子的校长。翻訳または通訳が必要な場合には、生徒が在籍している学校の学校長にご連絡ください。Если вам нужен перевод этого документа или вам нужен переводчик, позвоните директору школы вашего ребенка.



Milly's Mid-Week METCO Message - January 16, 2025

1 message

Milly Arbaje-Thomas <metco@metcohq.ccsend.com> Reply-To: metcohq@metcoinc.org To: ediggins@arlington.k12.ma.us Thu, Jan 16, 2025 at 4:06 PM



Milly's Mid-Week

METCO Message

January 16, 2025

Bedford Kindergartners Bring Joy







This week, Milly accompanied Bedford Public Schools Superintendent Cliff Chuang on a heartwarming visit to the kindergarten classroom at the Davis Elementary School. During the visit, they observed the young learners practicing their reading and writing skills, noting their politeness and enthusiasm. They got a chance to talk directly to our METCO students, hearing comments like how much they

love riding the bus. Cliff shared his desire to increase enrollment at the elementary school level to ensure that all classrooms have a cohort of METCO students who can accompany each other, while also having a meaningful impact on everyone in the classroom. Milly also had a chance to meet and express gratitude to **Principal Jessica Colby** (bottom center) and **Vice Principal Erica Fontaine** (bottom left)

Milly absolutely loved meeting our little ones. She shared:

"Their joy and energy were contagious. I just wanted to give them all a big hug!"

Concord/Carlisle METCO Student Ambassadors Share Ideas





Milly joined Superintendent Laurie Hunter and DEIB Director Andrew Nyameke for a surprise visit with METCO Ambassadors at Concord-Carlisle High School, where student leaders meet with administrators to share feedback and advocate for their peers. The Ambassadors appreciated their Co-Principal Katie Stahl's and Interim METCO Director Malinthi Fernando's encouragement on enrolling in honors classes and preparing colleges. The group celebrated Malinthi by

applauding her for providing weekly newsletters that keep them informed, while highlighting their achievements and fostering a sense of community.

Students were reminded that their voice matters. Milly was inspired by what she saw. She said:

"It's always a joy to witness METCO students in action. The METCO Ambassadors are an incredible example of how student leadership can create meaningful change. Their commitment to academic success, peer support, and building bridges with school administrators is exactly what METCO is all about."

METCO Alum Elevates Community Action

MassNonprofit News

Information and Insight for the Massachusetts Nonprofit Community



With Sharon Scott-Chandler, a METCO Foxborough alum, at the helm, Action for Boston Community Development (ABCD) has been named one of Massachusetts' Top 200 Women-Led Businesses by The Women's Edge and The **Boston Globe.** Read the article here.

Scott-Chandler has often credited her METCO experience with shaping her commitment to equity, a value that she champions as the first woman to lead ABCD in its 60-year history. Her transformative leadership mirrors METCO's mission, driving

initiatives that uplift underserved communities and expand access to critical resources. This recognition highlights the far-reaching impact of METCO alumni in fostering progress and opportunity across the Commonwealth.

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Learning Lunch: Using Data to Inform DEIB

MASC <aandronico@masc.org>
Reply-To: MASC <aandronico@masc.org>
To: ediggins@arlington.k12.ma.us

Thu, Jan 23, 2025 at 9:29 AM



Learning Lunch: Using Data to Inform DEIB

Friday, January 31, 2025 Join us online at 12:00PM



Dr. Darnisa Amante-Jackson will host a dynamic and interactive Lunch and Learn for MASC members on January 31st from 12-1pm, via zoom. The purpose of this session is to help school committee members understand where to find relevant data, such as from DESE, and how to use that data to inform their decision-making. The Lunch and Learn is an important step in providing practical, applicable training to equip school committee members with the skills and knowledge they need to make informed decisions for their districts and to continue partnership with superintendents to advance outcomes for all.

Register Now!

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